

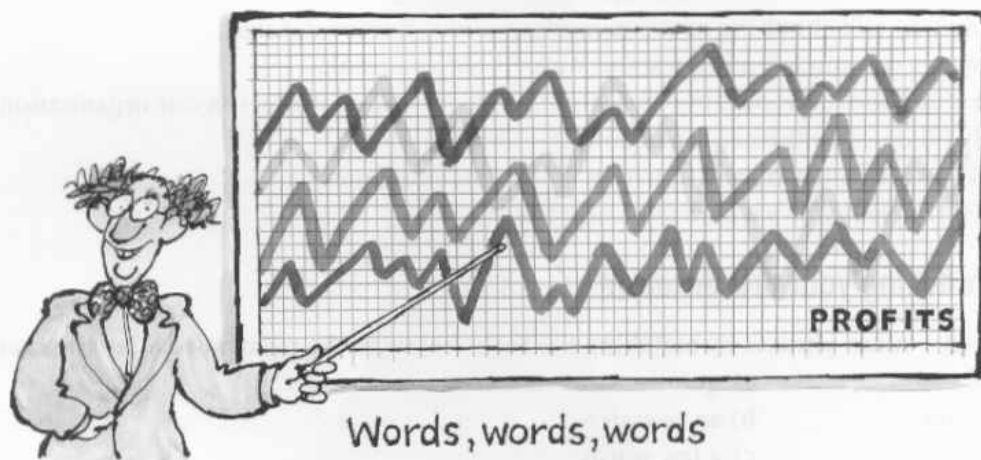
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Image, impact and making an impression

AIMS

- Using visual aids: general principles
- Talking about the content of visual aids
- Describing change

1 Using visual aids: general principles



1 What points do the illustrations imply?

2 Look at the pictures below. Label the tools used to present visual information.

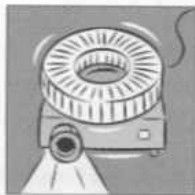


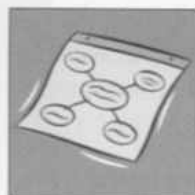














3 Comment on how visual information is being presented in these pictures, then produce five key recommendations for how to use visual supports in a presentation.



4 Read the text below and find:

- eight advantages of using visual aids
- three warnings about using visual aids.

Dinckel and Parnham (1985) say that 'The great danger (in using visual aids) is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. The visual aid needs you, your interpretation, your explanation, your conviction and your justification.'

- Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough to just read text from a visual aid.

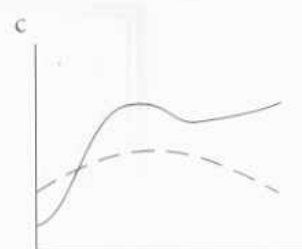
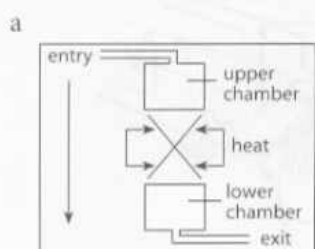
There are many advantages to the correct use of visual aids. They can show information which is not easily expressed in words or they can highlight information. They cause the audience to employ another sense to receive information, they bring variety and therefore increase the audience's attention. They save time and they clarify complex information.

Adapted from Bernice Hurst, *The Handbook of Communication Skills* (London: Kogan Page, 1991).

2 Talking about the content of visual aids

1 Label the following using words from the boxes.

pie chart map bar graph table diagram picture line graph flow chart plan

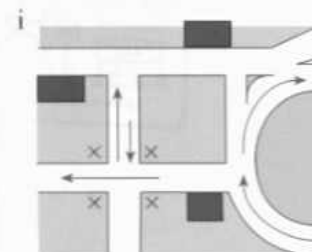
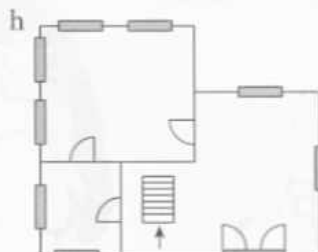
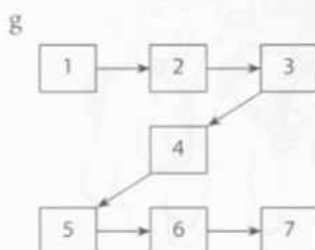
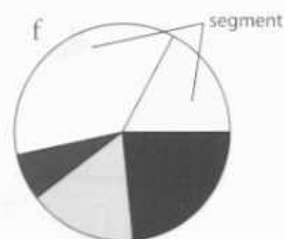


e

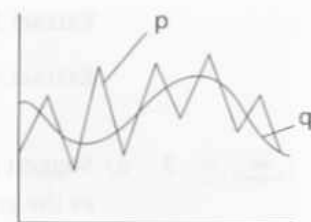
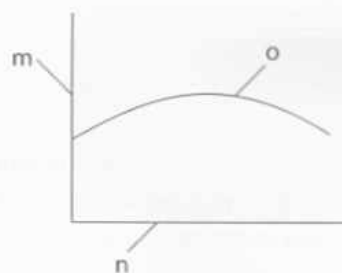
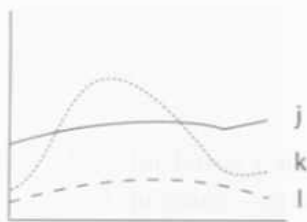
wavy	en	en	en	en	en	
wavy	en	en	en	en	en	
wavy	en	en	en	en	en	

rows

columns

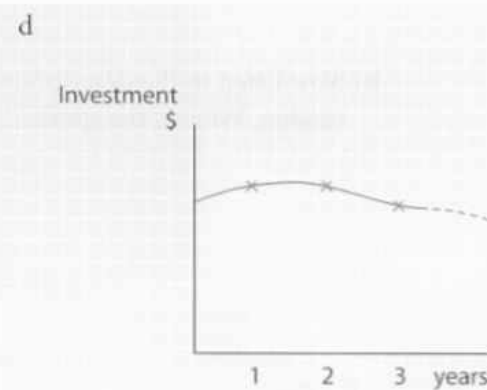
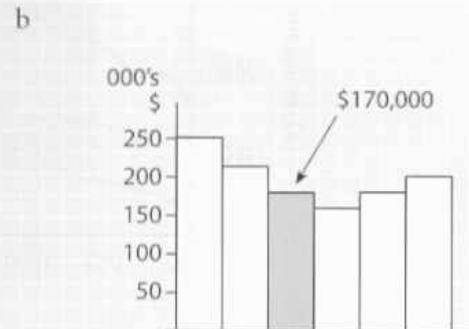
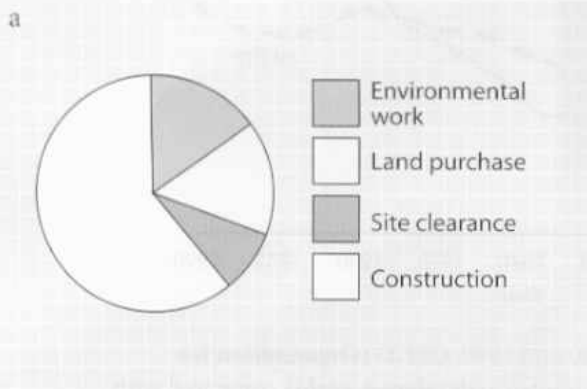


dotted line curve fluctuating line vertical axis
 broken line undulating line horizontal axis solid line



- 2 A project manager for FDE, a manufacturing company, makes a presentation on the reasons for choosing a particular location for a new plant. Listen to four extracts from his talk.

a) Match each extract (1–4) to the correct diagram below.



b) Listen again. What is the key point the speaker makes about each picture?

Extract 1: _____

Extract 2: _____

Extract 3: _____

Extract 4: _____

- 3 a) Suggest a typical structure for how a speaker could describe a visual aid, such as the graph below, taken from a presentation, 'World energy – going up the chimney', given at an environment conference.

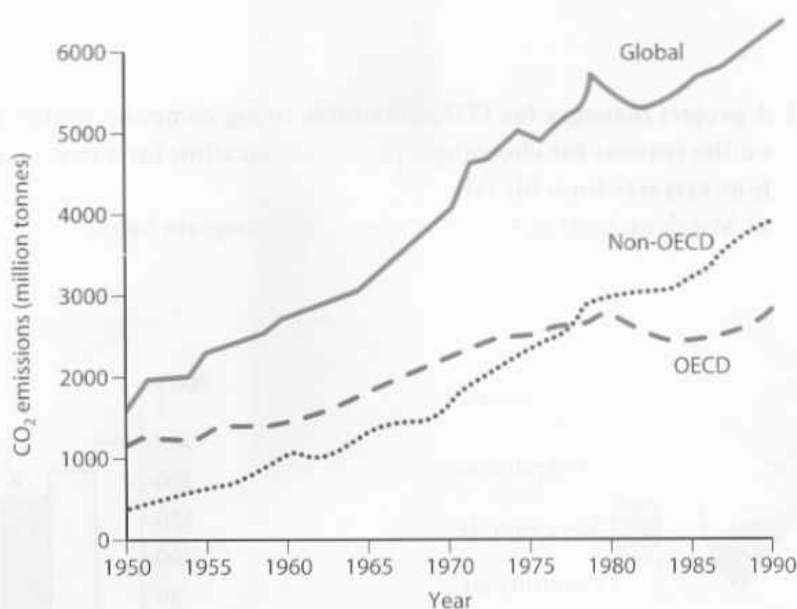


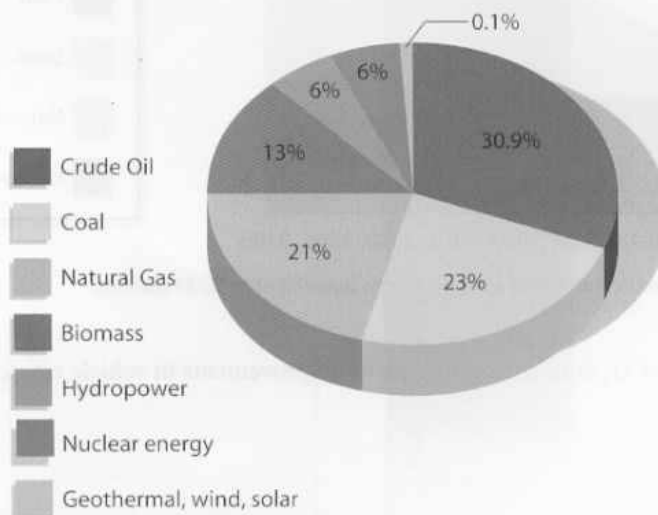
Fig. 1. Trends in CO₂ emissions between 1950 and 1990. OECD (Organisation for Economic Cooperation and Development) countries (developed world) compared with non-OECD countries

- b) Now listen to the description on the tape. Compare the description with your own version. What is the speaker's main point?

c) Listen again. Complete the spaces in the following sentences.

- 1 Now, I'd like (a) _____ this graph. It (b) _____ the (c) _____ in CO₂ emissions between 1950 and 1990.
- 2 On (d) _____ you see the CO₂ emissions in millions of tons, while the (e) _____ time over 40 years. (f) _____ the global total at the top, the broken line here is OECD countries, or developed countries. The dotted line shows non-OECD, or developing countries.
- 3 What we (g) _____ here is, quite clearly, (h) _____ in CO₂ emissions.

4 In pairs, suggest an explanation for the information below, from the same presentation.



Note: For each picture, select two or three main points for special emphasis in your explanation.

Fig. 2. Sources for energy production

	Nuclear	Coal, oil and other fossil fuels	Hydro, wind and renewable sources
France	76	9	12
Sweden	46	3	50
Spain	30	49	21
Germany	29	64	8
UK	28	68	4
Netherlands	4	88	8
Denmark	0	89	11
EU Average	34	50	17

Fig. 3. Electricity generation by fuel used: selected EU countries by comparison, 1998.

Source: Adapted from Eurostat figures in *Social Trends 2001* Crown Copyright 2001. Reproduced by permission of the Controller of HMSO and of the Office for National Statistics.



Now listen to a recording of a model presentation.

Practice 1

Imagine using the graph below in a presentation about air quality. Suggest how you would describe it. Use the prompts a–d.

Fossil Fuel Farewell

Renewable energy could supply all the world's energy needs by the year 2100

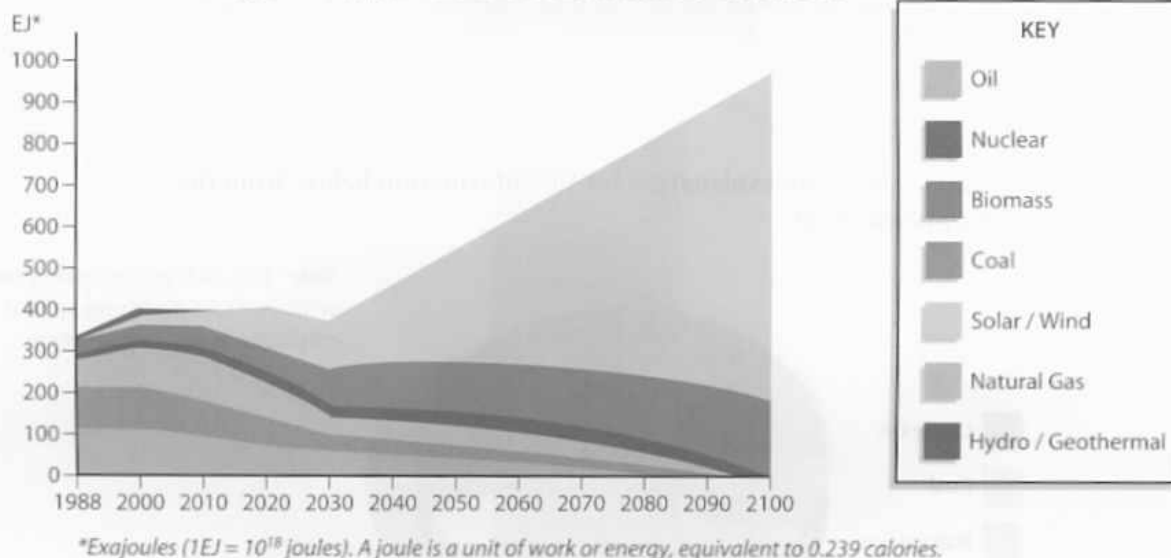


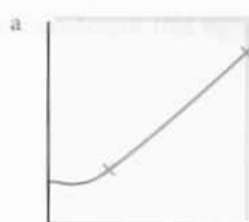
Fig. 4. Global vehicle CO₂ emissions assuming no improvements in vehicle efficiency.

- 'Now _____'
- 'It shows _____'
- 'The vertical _____ while _____'
- 'Clearly, we can see that _____'

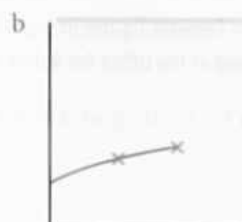
  Now listen to the recording.

3 Describing change

- The vocabulary in this section is used to describe movement or trends. This task checks your knowledge of several key words and phrases used to describe movement. For example:



increased rapidly



went up a bit

Match the following pictures with the correct phrase:

climbed slightly increased steadily dropped markedly
declined a little rose dramatically

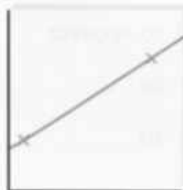
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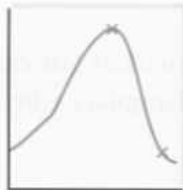
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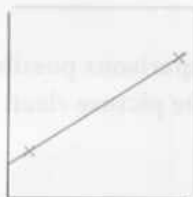
f



g



2 Look at the diagrams and write other words to describe what each one shows.
Try to find the noun form for each verb, for example *to increase* / *an increase*.



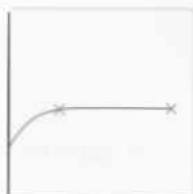
a) to increase an increase

to _____
to _____
to _____
to _____



b) to decrease a decrease

to _____
to _____
to _____
to _____



c) to stay the same

to _____
to _____

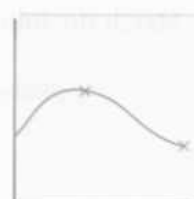


d) to reach a maximum

to _____
to _____



e) to recover a recovery
to _____
to _____



f) to deteriorate a deterioration
to _____

Role play

Work in pairs, A and B. Student A should look at File card 12A and Student B should look at File card 12B. Look at the Language Checklist if you need to.

Practice 2

Draw a line graph for use in a presentation. Choose any situation or subject, real or imagined. If possible draw the picture on an overhead transparency. Then present the graph as you would in a presentation. Your description should last no more than a minute.

If possible, construct a graph that makes comparisons possible. Use solid, dotted or broken lines (or colours) to make the picture clear.

TRANSFER

Think of your professional or study situation. Prepare any pictures or visuals for use in a presentation. Prepare a description for each one. Record your description without reading directly from your notes, though you may of course look at the pictures. If you can, video record your presentation of the pictures. Treat the video camera as 'one of the audience'. Later, if you video recorded your presentation, watch it first with the sound off. Consider the following:

- the appearance and design of the visual
- your body position in relation to 'the audience'
- any gestures, use of hands, etc.
- your maintaining eye contact.

Now either watch your video recording with the sound on or listen to the audio recording. Consider the following:

- the clarity of your message
- the appropriacy of the words you used
- highlighting of the main facts
- the amount of detail – not too much.

Language Checklist

Using visuals

Types of visual support

visual

film / video

picture / diagram

pie chart

– segment

chart / table

– row / column

graph / bar graph / line graph

– x axis or horizontal axis

– y axis or vertical axis

– left-hand / right-hand axis

lines (in a line graph)

– solid line

– dotted line

– broken line

Comparisons

This compares *x* with *y*

Let's compare the ...

Here you see a comparison between ...

Describing trends

to go up		to go down	
to increase	an increase	to decrease	a decrease
to rise	a rise	to fall	a fall
to climb	a climb	to decline	a decline
to improve	an improvement	to deteriorate	a deterioration
to recover	a recovery		
to get better	an upturn	to get worse	a downturn
to level off	a levelling off		
to stabilise			
to stay the same			
to reach a peak	a peak	to reach a low point	
to reach a maximum		to hit bottom	
to peak			
to undulate	an undulation		
to fluctuate	a fluctuation		

Describing the speed of change

a dramatic

a marked

a significant

a slight

increase / fall

to increase / fall

dramatically

markedly

slightly

significantly

Equipment

(slide) projector

– slides (Br. Eng.)

– diapositives (Am. Eng.)

computer tools

– laptop

– data projector

– monitor

– PowerPoint

– modem

– Internet download

overhead projector (OHP)

– transparency (Br. Eng.)

– slide (Am. Eng.)

flip chart

whiteboard

metaplan board

Introducing a visual

I'd like to show you ...

Have a look at this ...

This (graph) shows / represents ...

Here we can see ...

Let's look at this ...

Here you see the trend in ...

Skills Checklist

Using visual supports

Visuals must be:

- well prepared
- well chosen
- clear

Available media

Use media which suit the room and audience size.

- overhead projector (OHP)
 - transparencies / OHTs / slides (Am. Eng.)
- slide projector
 - slides / diapositives (Am. Eng.)
- video / computer graphics / flip chart / whiteboard
- computer / PowerPoint
- Internet

Use of visual aids

Combination of OHP and flip chart with pens often good.

First visual should give the title of talk.

Second should show structure of talk – main headings.

Keep text to minimum – never just read text from visuals.

Do not use too many visuals – guide is one per minute.

Use pauses – give audience time to comprehend picture.

Never show a visual until you want to talk about it.

Remove visual once finished talking about it.

Switch off equipment not in use.

Use of colour

For slides, white writing on blue / green is good.

Use different colours if colour improves clarity of message (e.g. pie charts).

Use appropriate colour combinations: yellow and pink are weak colours on white backgrounds.

Use of room and machinery

Check equipment in advance.

Check organisation of room, equipment, seating, microphones, etc.

Use a pointer on the screen (not your hand).

Have a good supply of pens.

Check order of your slides / OHTs, etc.

You in relation to your audience

Decide appropriate level of formality, and dress accordingly.

Keep eye contact at least 80% of the time.

Use available space.

Move around, unless restricted by a podium.

Use gesture.

Quick Communication Check

1 Describing trends

Match the phrase on the right with its opposite on the left.

- | | |
|-----------------|-----------------------|
| 1 get better | a) a massive increase |
| 2 reach a peak | b) fluctuate |
| 3 fall | c) get worse |
| 4 an increase | d) reach a low point |
| 5 stay the same | e) rise |
| 6 a slight fall | f) a drop |

2 Visual tools

Complete the crossword.

1 and 2 Across A talk using visuals from a computer and a data projector (10, 12).

3 and 4 Across The full name for an OHP (8, 9).

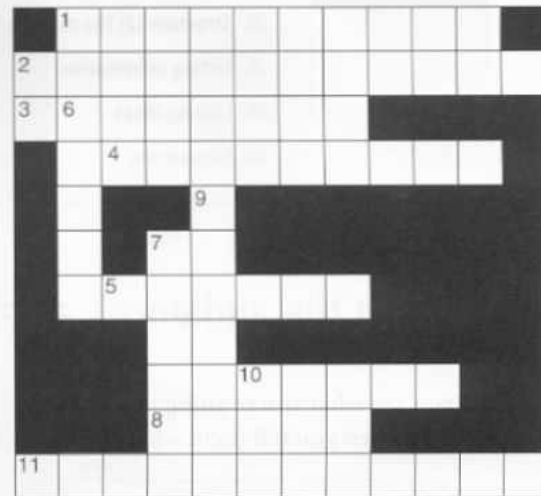
5 Across Photographs that you show on a screen using a projector (6).

6 Down A film that you show on a TV monitor (5).

7 Down and 8 Across A board with a lot of large paper sheets fixed to it for writing on (4, 5).

9 Down and 10 Across A board that you can write on with felt pens and wipe off the writing easily (10).

11 Across A 'see-through' acetate foil that you can show using an OHP (12).



3 Describing visuals

Complete the text below, which is from a presentation on changes in the weather and effects on a coastline.

compare	see	look at
shows	clear	trend

This picture (a) _____ the problem we have had in recent years. On the left you can (b) _____ the damage to the coast caused by high waters.

The next two pictures (c) _____ the situation now with ten years ago.

Now if we (d) _____ rainfall over a 100-year period, it's (e) _____ that there has been more rain. The (f) _____ is for more rain over the years.

Key
1 1 c), 2 d), 3 e), 4 f), 5 b), 6 a)
2 (a) shows, (b) see, (c) compare, (d) look at, (e) clear, (f) trend
3 transparency
4 Across overhead projector, 5 Across slides, 6 Down video, 7 Down and 8 Across whiteboard, 9 Down and 10 Across flipchart, 11 Across