

Presenting in English



How to give successful talks in English?

Objectives today's class:

- to talk about what makes a presentation unforgettable
- to acquire useful strategies for preparing and delivering talks
 - to learn words and phrases for giving presentations
 - to practice speaking



Students, follow the instructions on the slide

Introduction

Answer the questions below:

1. Have you ever presented in front of a large audience? How did you prepare for the presentation and what was your experience?
2. How do you generally feel about giving a talk in front of a large crowd?
3. Think about successful talks you've listened to / watched. What made them so successful?



Students, write your response!

Complete the following list

humor

talk

contact

appearance

knowledge

preparation

language

attitude

voice

visuals

To be a good presenter, you need

- a. a well-structured _____
- b. thorough subject _____
- c. a smart and professional _____
- d. a good sense of _____
- e. good eye _____
- f. an enthusiastic _____
- g. a strong _____
- h. creative use of _____
- i. expressive body _____
- j. careful _____



Students, draw anywhere on this slide!

Match the phrasal verbs in the following sentences.

- a. Wisecracks - that's what they tend to **go...**
- b. The one thing you can't **do...**
- c. The audience may **switch...**
- d. They'll want you to **go...**
- e. Anecdotes and amusing stories seem to **go...**
- f. What matters is how you **come...**
- g. Be too techie and they'll think you're **showing...**
- h. You have to **keep...**

- 1. **... off** altogether.
- 2. **... across** as a person.
- 3. **... up** a certain level of formality.
- 4. **... for.**
- 5. **... without** is a sense of humour.
- 6. **... off.**
- 7. **... down** well.
- 8. **... through** all the main points.



Match the phrasal verbs from the exercise above to the meanings below.

come across

go down well

do without

switch off

go for

to go through

show off

keep up

a. present yourself _____

e. like _____

b. lose interest _____

f. cover _____

c. be appreciated _____

g. maintain _____

d. try to impress _____

h. manage without _____



Students, draw anywhere on this slide!

Stressing and Pausing

Look at the famous toast to Albert Einstein by writer, George Bernard Shaw. The extract is unpunctuated. Read the toast and think about where the speaker might have paused.

I have said that great men are mixed lot but there are orders of great men there are great men who are great men amongst all men but there are also great men who are great amongst great men and that is the sort of a great man whom you have amongst you tonight I go back 2,500 years and how many of them can I count in that period I can count them on the fingers of my two hands Pythagoras Ptolemy Aristotle Copernicus Kepler Galileo Newton Einstein and I still have two fingers left vacant my lords ladies and gentlemen are you ready for the toast health and length of days to the greatest of our contemporaries Einstein



Students, draw anywhere on this slide!

Stressing and Pausing

Now listen to the original toast and compare it with your own version. How did the message / meaning change?

I have said that great men are mixed lot but there are orders of great men there are great men who are great men amongst all men but there are also great men who are great amongst great men and that is the sort of a great man whom you have amongst you tonight I go back 2,500 years and how many of them can I count in that period I can count them on the fingers of my two hands Pythagoras Ptolemy Aristotle Copernicus Kepler Galileo Newton Einstein and I still have two fingers left vacant my lords ladies and gentlemen are you ready for the toast health and length of days to the greatest of our contemporaries Einstein



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Introducing yourself

Introducing yourself is an important part of the presentation, since it sets the tone for what is to come and helps you establish an initial relationship with your audience. It is thus very important that you decide how you begin your presentation, which will mostly depend on how formal the situation is. However, most audiences prefer a relatively informal speech.

You can see a few examples [here](#)

What do you think the introduction of a presentation should contain?



Students, write your response!

Stating the purpose of the talk.

OK, let's get started. Good morning everyone. Thanks for coming. I'm [*insert your name*]. This morning I'm going to be ...

showing

talking

taking

reporting

telling

1. _____ to you about the videophone project.
2. _____ you about the market collapse following the dot-com bubble.
3. _____ you how to deal with late payers.
4. _____ a look at the recent boom in virtual reality software companies.
5. _____ on the results of the market study we carried out in Austria.



Students, draw anywhere on this slide!

Stating the purpose of the talk.

... so, I'll begin by:

| making | outlining | bringing | giving | filling |
|--------|-----------|----------|--------|---------|
|--------|-----------|----------|--------|---------|

1. _____ you in on the background to the project.
2. _____ a few observations about the events leading up to that collapse.
3. _____ company policy and bad dept.
4. _____ you an overview of the history of VR.
5. _____ you up-to-date on the latest findings of the study.



Students, draw anywhere on this slide!

Stating the purpose of the talk.

... and then I'll go on to:

put

discuss

make

highlight

talk

1. _____ what I see as the main advantages of the new system.
2. _____ the situation into some kind of perspective.
3. _____ you through our basic debt management procedure.
4. _____ detailed recommendation regarding our own R&D.
5. _____ in more depth the implications of the data in the files in front of you.



Students, draw anywhere on this slide!

Effective Openings

Communications experts all agree that the first three minutes of a presentation are the most important. They talk about hooks - simple techniques for getting the immediate attention of the audience. A good start makes you feel more confident.

What do you think is the best ways to open a presentation to 'hook' your audience?



Students, write your response!

Effective Openings

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

1. Give them a problem to think about!
2. Give them some amazing facts!
3. Give them a story or a personal anecdote.



Effective Openings

Look at the presentation openings below and decide which of the above strategies it exemplifies.

Did you know that Japanese companies spend four times more on entertaining clients in a year than the entire GDP of Bulgaria? 40 billion dollars, **to be precise.** **You know, that's** twice Colombia's total foreign debt. You could buy General Motors for the same money.



Students choose an option

Effective Openings

Look at the presentation openings below and decide which of the above strategies it exemplifies.

Suppose your advertising budget was cut by 99% tomorrow. **How would you** go about promoting your product?



Students choose an option

Effective Openings

Look at the presentation openings below and decide which of the above strategies it exemplifies.

According to the latest study, by 2050 only one in every four people in Western Europe will be going to work. And two will be old pensioners.



Students choose an option

Effective Openings

Look at the presentation openings below and decide which of the above strategies it exemplifies.

Have you ever been in a situation where you've had to negotiate with the Japanese?
I remember when I was working in Nagoya and everybody had told me that Japanese don't like saying *no*. So in meetings, I just kept saying *yeah* to everything. And they hated it. **It turned out** *yeah* sounds like *no* in Japanese!



Signposting

In a good presentation, what you say - the content - is much more important than everything else. But a clear structure helps. When you move on to your next point or change direction, tell the audience.

Can you think of any expressions you can use to guide your audience through your presentation?



Students, write your response!

Signposting

Choose one of the 'signpost' expressions from the box above for the following situations:

to move on

to go back

to summarise

to expand on

to recap

to turn to

to digress

to conclude

to elaborate on

1. When you want to make to your next point.
2. When you want to change direction.
3. When you want to refer to an earlier point.
4. When you want to repeat the main points.
5. When you want to give a wider perspective.
6. When you want to do a deeper analysis.
7. When you just want to give the basics.
8. When you want to depart from your plan.
9. When you want to finish your talk.



Students, draw anywhere on this slide!

Signposting

Complete the following signpost phrases and sentences.

1. Okay / start / looking / overview / product line.

Okay, let's start by looking at an overview of the product line.

2. I'll / back / this later

3. Right / all / want / say / overview. / Questions / far

4. So, / moving / like / talk / key benefits / each model

5. Going back / moment / what / earlier

6. If / just digress / moment, like / say a little / background / decision



Students, draw anywhere on this slide!

Signposting

Complete the following signpost phrases and sentences.

1. So, / getting back / original point, / can see / is / big improvement / old model

2. Finally, / like / turn / question / price

3. As / see / the table / this next slide /, prices / very competitive

4. So, / just finish / let / summarize / main / again

5. Right, / stop there. / Thank / much / your attention

6. And now, / if / questions / I'll / pleased / them



Students, draw anywhere on this slide!

Using visuals

Visuals help you to give a lot of information in a short amount of time. They are really quick snapshots of situations, developments, events and processes, which should take a long time to explain fully in words.

Good visuals speak for themselves and require little or no description, but you often need to draw your audience's attention to one or more key points before you discuss them in detail.

What information do you think you should include in your talk when you use visuals?



Students, write your response!

Highlighting visuals

The following expressions can be used to highlight important information in a visual. Complete them by using the words in the box.

on

to

at

out

about

us to look _____ this part of the graph in more detail.

us to focus our attention _____ one particularly important feature.

I'd like you to think _____ the significance of this figure here.

to point _____ one or two interesting details.

to draw your attention _____ the upper half of the chart.



Students, draw anywhere on this slide!

Commenting

The following expressions comment on important information in a visual. Complete them using the words:

If

As

Whatever

Whichever

However

_____ you can see, there are several surprising developments.

_____ you look at it more closely, you'll notice a couple of apparent anomalies.

_____ you try to explain it, this is very bad news.

_____ the reason for this, the underlying trend is obvious.

_____ way you look at it, these are some of our best results ever.



Students, draw anywhere on this slide!

Interpreting visuals

The following expressions interpret important information on a visual. Complete them using the following words.

lesson

message

significance

conclusions

implications

_____ to be drawn from this are

_____ to be learned from this is

I'm sure the

_____ of this are

clear to all of us.

_____ of this is

_____ here is



Students, draw anywhere on this slide!

Describing change and development

Below are some of the most frequently used verbs to talk about change and development. Can you guess their name?



1 _ncr__s_



3 d_cr__s_



5 sh__t__p



7 pl_ng_

2 r_s_

4 f_ll

6 t_k__ff

8 sl_mp



9 fl_ct__t_



10 r_cv_r



12 st_b_l_z_



14 r_m__n st__dy

11 p_ck _p

13 l_v_l__ff



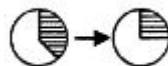
15 p__k



16 h_t__l_w



18 gr_w



20 shr_nk

17 b_tt_m__t

19 _xp_nd

21 d_cl_n_



Students, draw anywhere on this slide!

Describing change.

Complete each sentence with a phrasal verb from the box.

bounce back
pick up

bottom out
put up

level off
take off

bring down
slip back

1. If prices are too high, you have to _____ them _____.
2. If your prices are too low, you have to _____ them _____.
3. If sales reach their lowest level, they _____.
4. If sales recover after a period of downward movement, they _____.
5. If sales go up a little after being flat for some time, they _____.
6. If profits go up a lot after being flat for some time, they _____.
7. If profits were going up - or down - and then become stable they _____.
8. If profits go down a little after a period of growth, they _____.



Students, draw anywhere on this slide!

Describing the speed / rate of change.

Write the following adjectives in the correct space on the scale below, according to what kind of change they describe.

| | | | | | | |
|------|-------------|----------|---------------|--------|-------------|----------|
| a(n) | substantial | rapid | encouraging | slight | spectacular | increase |
| | disastrous | moderate | disappointing | steady | enormous | |

Big ➡ _____ ➡ _____ ➡ _____ ➡ _____ ➡ **Small**

Fast ➡ _____ ➡ _____ ➡ **Slow**

Good ➡ _____ ➡ _____ ➡ _____ ➡ _____ ➡ **Bad**



Students, draw anywhere on this slide!

Describing the speed / rate of change.

Cross out the word which does not fit the following sentences.

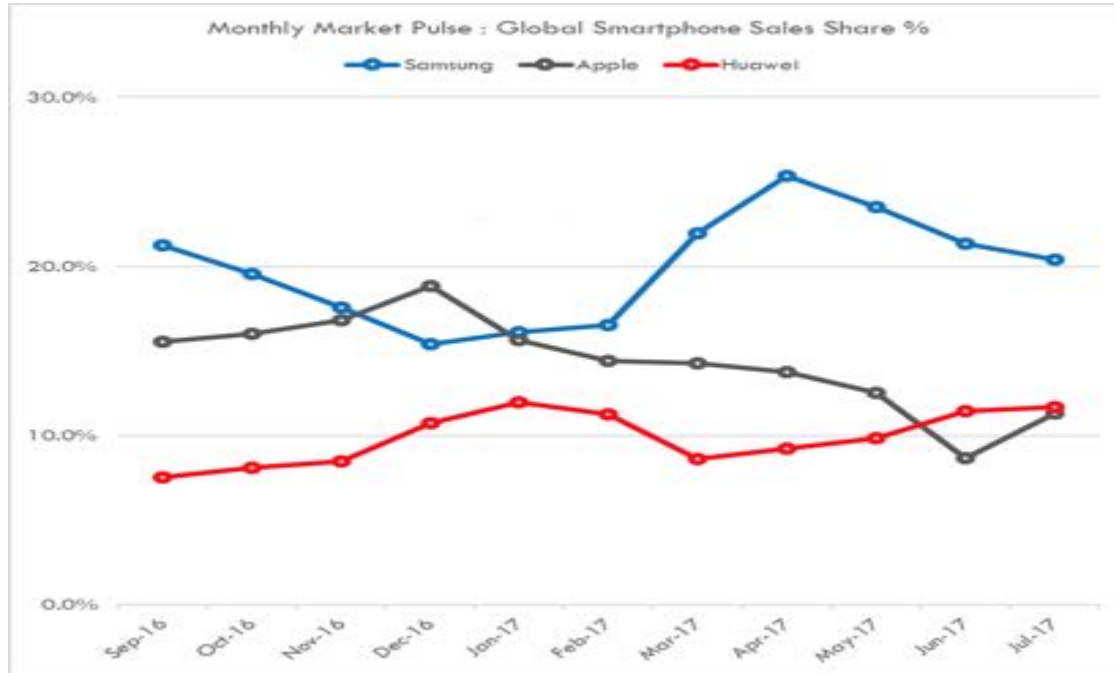
1. Demand increased *slightly* / *tremendously* / *disappointingly*.
2. Interest rose *sharply* / *considerably* / *keenly* / *marginally*.
3. Profitability slumped *moderately* / *disastrously* / *suddenly* / *rapidly*.
4. The price of oil fluctuated *enormously* / *wildly* / *gradually* / *dramatically*.



Students, draw anywhere on this slide!

Presenting visuals. Practice

Using the language from the previous exercises, describe the changes from the following chart.



Students, follow the instructions on the slide

When something goes wrong

Here are the eight most common problems people face. Match what you think with what you should say.

WHAT YOU THINK

1. I've got my facts wrong! _____
2. Too fast! Go back _____
3. I've forgotten to say something! _____
4. Too complicated. Make it simple! _____

5. I'm talking nonsense. _____
6. How do you say this in English? _____
7. Wrong! Try again. _____
8. I'm running out of time. _____

WHAT YOU SHOULD SAY

- a. So let's just recap on that.
- b. So, basically, what I'm saying is this ...
- c. Sorry, what I meant is this ...
- d. Sorry, I should mention one thing.

- e. So just to give you the main points here.
- f. Sorry, let me rephrase that.
- g. Sorry, what's the word / expression?
- h. Sorry, perhaps I didn't make that quite clear.



Students, draw anywhere on this slide!

Practice Time

Work in small groups / teams. Prepare a short presentation following the instructions below:

1

Choose a topic. Here are a few suggestions:

- The company you work at has just developed a new gadget / technology. Give a presentation about your innovation and explain why people should be interested in buying it.
- Choose an object / gadget / technology you know or have. Give a presentation about why it is the best of its kind and why everyone should have one.

2

Plan your presentation. Make a few short notes on the main points, but do not write the full script.

Look back briefly at the exercises from this unit to help you and review some useful phrases. For further tips go here.

3

Choose one person from your group to give the presentation. Remember to ask for questions at the end.



Students, follow the instructions on the slide

Reflect on today's activities:

What did you like?

What didn't you like?

What was easy?

What was hard?



Students, draw anywhere on this slide!

Thank you for your attention.

If you want, you can give feedback on today's lesson.



 Pear Deck

Or, leave a message if you want:

See you all next week!



Students, draw anywhere on this slide!

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Do not remove this bar