PRESENTATION SKILLS

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BODY OF PRESENTATION

▶ Make point-transition,…make point-transition,…make point-transition, etc…

Introducing your first main point

Now, I'm going to start by …

Now I'd like to focus on …

First we're going to look at …

Let's start with …

The first problem I'd like to focus on is that of …

Turning then to my first point, …

To begin with I'd like to say a few things about…

I'd like to begin by …

OK, so let's start by looking at ….

Moving to another main point

OK, so now I'd like to turn to my next point, which is

Moving on, I'd like to take a look at ….

Now I'd like to move on to …

Now let's turn to the issue of …

I'll come back to that issue later…

I want to turn now to …

Turning now to …

Moving on now to …

Having looked at ….. let's now think about …

My next point is in regards to …

That brings me to …

My final point is in regard to…

EXPRESSING YOUR OPINION

"My opinion is…"

"I would say…"

"In my view…"

"It seems to me that…"

"From my angle…"

"I think it's fair to say that…"

REFERRING TO VISUAL DATA

"I'd like you to see this graph. It shows...."

"Please observe this table. You'll see that..."

"Have a look at this model. What's wrong with it?"

"Let me show you a chart that summarises..."

REFERRING TO RESEARCH

Referring to research

Researchers have identified three key issues here, they are ...

Researchers have shown quite conclusively that ...

A number of recent studies, notably the ones by ... and ..., have shown that ...

A number of studies have shown that ...

A study by ... shows that ...

Research suggests/indicates that ...

According to ...

ANALYZING AN ARGUMENT/ OPINION

Let's take a closer look at the argument put forward by ... His main contention is that ... but he fails to consider ...

Even if we accept the point that ... that still leaves the question of ...

The argument put forward by ... doesn't explain ...

The weakness in this argument is that ...

This point of view is very appealing because ...

FORGET SOMETHING…

Now, where was I? Oh yes, …

If you'll bear with me for a moment while I just glance at my notes, right, …

Erm, I'll just need a minute to sort out the technology and I'll be with you …

LANGUAGE

WARM-UP

Which of the following statements do you agree with?

1. When you have a large vocabulary, you should use it.
2. Knowing and using the jargon show you are competent.
3. Simple words are best.
4. Long, elaborate sentences are sign of a good speaker.

DIFFERENCE BETWEEN WRITTEN LANGUAGE AND SPOKEN LANGUAGE

Written Language

- Long sentences
- Complex sentences
- Complex arguments
- Impersonal style (using passive forms)

Spoken Language

- Shorter sentences
- Simpler vocabulary
- Simpler arguments
- Personal style (using active forms)

Example

Written

Some urban areas are beginning to experience a serious problem regarding disposal of garbage and hazardous waste, such as solvents and industrial dyes and ink. In many areas landfill sites are approaching their full capacity and many municipalities are turning to incineration as solution. Giant high-temperature incinerators have become another source of air pollution, however, because ashes from incineration sometimes contain very high concentrations of metals as well as dioxins, a dangerous family of chemical poisons.

Spoken

"Now let's talk about some urban areas. They are beginning to experience a serious problem with the disposal of garbage and dangerous wastes. Dangerous wastes are materials such as solvents, industrial dyes, and inks. The first problem is that in many areas, landfill sites is almost full. Consequently many communities are turning to burning waste as a solution. However, giant high-temperature ovens have become another source of air pollution. This is because ashes from the burning of the waste sometimes contain very high concentrations of metals. They also contain dioxins, a dangerous family of chemical poisons."

THE DON'TS

- Avoid jargon
- Avoid complex phrases
- Avoid being too formal
- Avoid long sentences

THE DOS

- Use everyday language
- Use concrete words
- Use rhetorical questions
- Use dramatic structures

ENDING

WARM-UP

Which of the following statements do you agree with?

1. Summarize what you have said.
2. Only answers one or two questions.
3. Apologize for taking up the audience's time.

What to do?

▶ Inform audience that you're about to close.

"It's almost the end of my presentation."

"Before I end my presentation, I'd like to summarize..."

"OK. That brings us to the end of my presentation."

▶ Summarize main points
▶ Close (something to remember): *final thought, recommendation, a quotation, a story/anecdote, a question, a call for action*

To conclude my presentation, ...

In conclusion, ...

To summarise the main points of my presentation ...

In view of the evidence I have presented I think it is fair to say that ...

After all is said and done I think we can conclude that ...

This is clearly a very complex issue but on the strength of the evidence I have seen I would say that .../it seems that ...
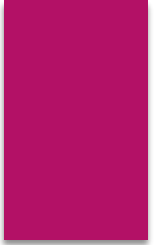
Example of Making Recommendation

Now I'd like to look at some of the measures that can be taken to alleviate the problems of ...

In order to solve these problems, the following action should be considered: ...

Firstly, the government should ...

The most important thing that should be done to combat the problem of ... is...

Other possible solutions would be to ...

The most important thing that should be done to combat the problem of ... is...

Other possible solutions would be to ...

CLOSING

- "Thank you for listening."
- "I hope you find it interesting."

FOLLOW-UP

The extract below are from the end of a presentation, but they are in the wrong order. Put them in a logical order.

a. If you have any more questions, I'd be happy to answer them.

b. Thank you for your time and interest.

c. So, to summarize, we've looked at four of the main areas where cross-cultural communication can be improved: language, time, space, and logical reasoning.

d. In conclusion, I'd just like to leave you with one of my favourite quotations: "The people of the world are like islands shouting at each other over seas of misunderstanding. "Let's start building those bridges."

e. In the handouts, which I'll be distributing in a moment, you'll find a more detailed analysis of what we've been talking about today.

WRITING: DESCRIBING PROCESS

PREPARATION FOR MID-TERM TEST

Writing

- Mmm
- Mmmmm

Attention!

1. GRAMMAR
-Present
-Passive if man-made
-Active if natural process

2. TRANSITION
Use connective devices that indicate a process
e.g. *First, Second, Next, After that, Subsequently, Before, In the next step, Finally, Eventually*, etc

3. GENERALLY NO COMPARISON/CONTRAST

Passive Voice

To be + Past Participle (Verb 3)

Active: The janitor cleans the office.

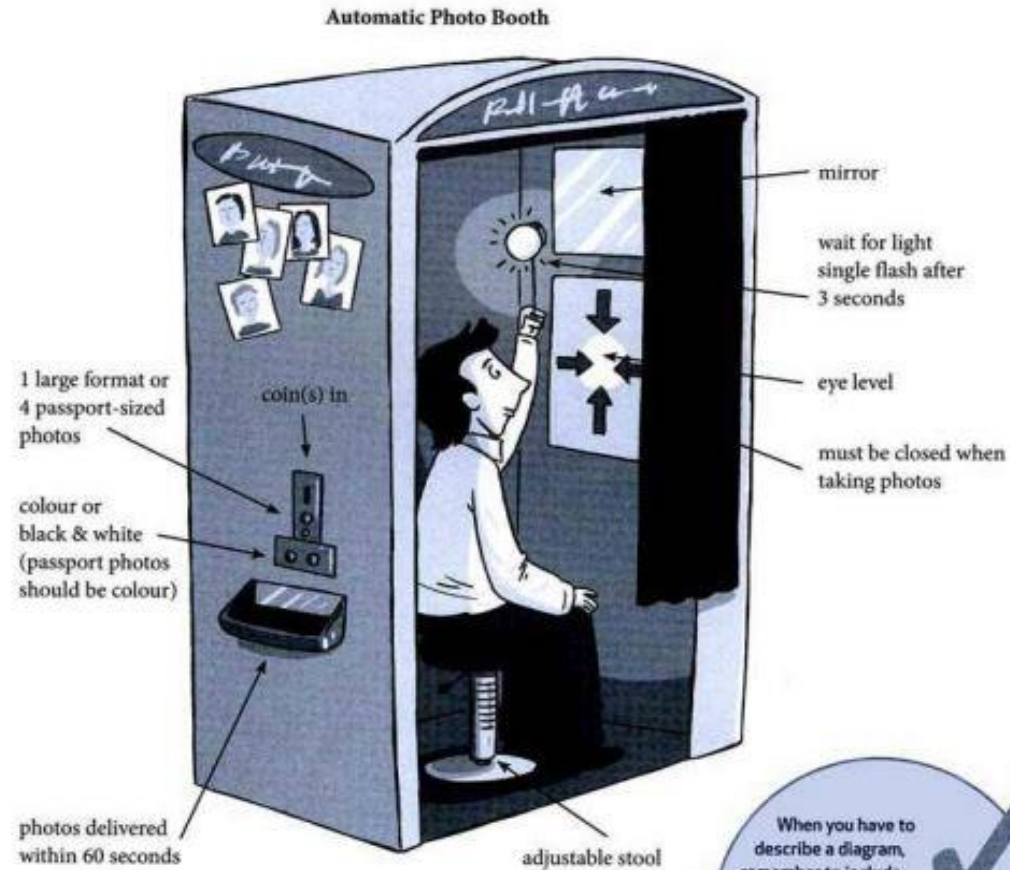Passive: The office is cleaned by the janitor.

Keep in Mind!

"When you have to describe a diagram, remember to include all of the important parts. If the diagram represents a process, remember to use time clauses to show the order in which things happen."

ORGANIZATION OF THE REPORT

	Details
Introduction	1. First sentence: Paraphrase the task! 2. Overview: State the total number of steps For example: -The process requires **six stages** from start to finish. -There are **a number of steps** undertaken in order to produce potato chips.
Body	Depending on the number of sets of illustrations 1. First Paragraph: 1st set 2. Second Paragraph: 2nd set When there is ONE illustration, I may have ONE paragraph or I may have TWO when the process is **complicated**.
Conclusion	**Optional** If you choose to have a conclusion, you can paraphrase the overview. For example: *All in all, producing potato chips requires some stages starting from sorting raw materials until delivering the finished products.*

ONE ILLUSTRATION

Automatic Photo Booth

The diagram shows the main features of a coin-operated photo booth, which allows us to take large or passport-size self-portraits. In general, there are a number of steps to take a photograph using this machine.
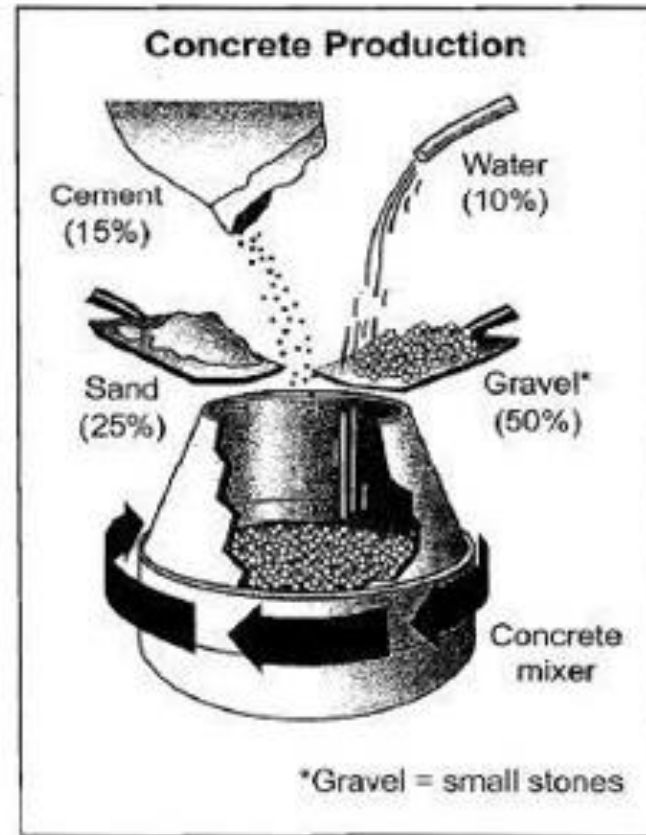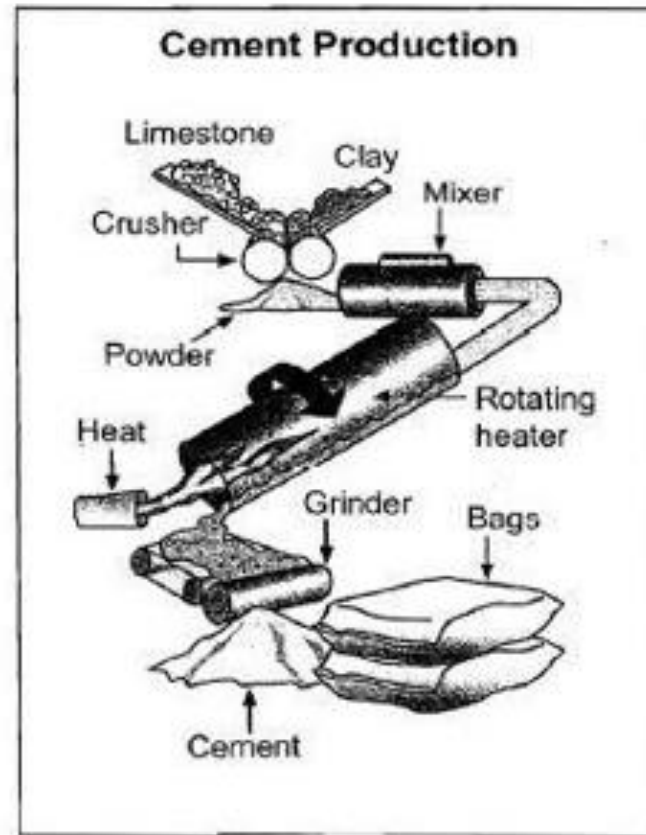
In the outside of the box there are two buttons enabling us to select the photo size (large format or passport size). If the large format setting **is chosen**, one photo **is printed** whereas passport-sized photos **are issued** in sets of four. Two buttons below these let us choose colour or black and white. It is worth noting that we must choose colour for passport photos. There is also a slot on the outside of the photo booth for the insertion of coins, and a larger slot where the photos **are delivered**.

EXTERIOR

Moving on to the interior of the booth, there is a stool which can **be adjusted** so that our eyes are level with the arrow on the screen. A mirror helps us to check on our appearance before the photos **are taken**. We should not forget to close the curtain when the photos **are taken**. A string underneath the light must **be pulled** and we need to wait for three seconds in order the light to flash. Finally, the photographs **are delivered** outside within 1 minute.

INTERIOR

Cement Production

Limestone
Clay
Crusher
Mixer
Powder
Heat
Rotating heater
Grinder
Bags
Cement

Concrete Production

Cement (15%)
Water (10%)
Sand (25%)
Gravel* (50%)
Concrete mixer

*Gravel = small stones

The diagrams illustrate the phases and apparatus to make cement and to produce concrete. The production of cement involves a 5-stage-process that begins with the mixing of raw materials and culminates in the packaging of new cement while making concrete involves one procedure, namely mixing the four ingredients in a concrete mixer.

PARAPHRASE

OVERVIEW

In order to produce cement, the first step to do is to crush limestone and clay and the resulting powder **is** then **mixed** before **being passed** through a rotating heater. Once **heated** this mixture travels over a conveyor belt and **is ground** through a grinder. Now that the cement is ready, it **is** then **packaged**.

1st illustration

With regard to the process of making concrete, it **is made** up of half gravel, a quarter of sand, 10% water and 15% cement. All of these **are added** together in a cylindrical drum and rotated until concrete **is yielded**. This step ends the process of making concrete.

2nd Illustration