

# Presentations

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**A:** Find someone who...

	Name
...has listened to a presentation recently.	
...is confident when they deliver a presentation.	
...has delivered a presentation recently.	
...is unfamiliar with presentation skills.	
...is embarrassed when they speak in public.	

**B: Getting started:** What makes a good presentation? Discuss in groups.

**C: Stages:** What are the different stages of a presentation?

**D:** Below you will find two alternative ways of expressing yourself appropriately in a presentation. One is formal, and the other is less formal. Work in pairs to place the expressions into the correct categories. Can you add to them?

**Introduction:**

Good morning, Ladies and Gentlemen; Morning everyone; My name is ..... and I'm responsible for...; I'm (name) and I'm a.....; I'm going to talk about...; Today I will be discussing...;	
<b>More formal</b>	<b>Less formal</b>

**Main Part:**

Finally; Any questions?; First of all; I'd like to look at...; That brings me to the last point which is...; As you know...; Now let's move on to the question of...; Moving on quickly to...; If you have any questions, I'll be happy to answer them; Firstly.....; Let's look at.....; As I'm sure you are aware of....;	
<b>More formal</b>	<b>Less formal</b>

**Conclusion:**

In conclusion let me briefly summarise the main points; I think that's everything; That's all for now; My main points are...;	
<b>More formal</b>	<b>Less formal</b>

**Questions:**

Do you have any questions?; Are there any questions you'd like to raise?; You've raised an important point there; That's an interesting question;	
<b>More formal</b>	<b>Less formal</b>

**E:** Prepare the introduction of a presentation.

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## Teacher's Notes

**Summary:** To provide a framework for the duration of the course with regard to effective presentation skills.

**Preparation:** Photocopy text (one copy per student) – supplementary materials; make sets for 4/5 groups of stages of presentation – cut and laminate if possible

## Procedure:

- 1) Ss circulate and ask questions to as many other members of the group as possible. The objective is to 'find someone who...' and to get a different name in each box. Refer Ss to the instructions for section A. Short discussion at teacher's discretion.
- 2) Ask Ss what makes a good presentation. This could be in the form of a whole class debate or in small groups. At this stage, do not be judgmental.
- 3) Now tell Ss that you are going to give them some advice written by an expert. Ask them to read the text carefully. The text has been written to describe how **not** to do it, but do not tell the Ss this. Let them discover it. Hopefully a student will question the content early on.
- 4) Hold short feedback slot. What is the class opinion of the advice?
- 5) Ss work in groups. Give out OHT's and pens (if possible). Groups make a list of **good** advice based on the text (ie the opposite). One member of each group talks the Ss through their ideas in front of the class. Hold short feedback slot and give out copies of reference sheet
- 6) Refer to instructions for section C. Ask Ss what the different stages of a presentation are.
- 7) Give out sets of cut-up stages to each group. Ss put stages in order. Suggested order: *greeting, your name, your position, reference to audience, topic, brief overview, timing, when to ask questions, first thing, next thing, final thing, conclusion, summary, thanking the audience*. Note – *questions* and *personal input* are subjective and open to discussion.
- 8) Refer to instructions for section D. Ss complete tables.
- 9) Ss prepare the introduction to a presentation (greeting – when to ask questions)

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**Teacher's Notes – supplementary materials**

**Text for section B – one for each group**

## **What makes a good presentation?**

Make sure you don't get up too early on the morning of your presentation. The evening before will have been busy, having dinner and drinks with people, so you need as much time as possible in bed to compose your thoughts. Don't worry about checking your equipment. Someone less important will be doing this for you.

Your audience is interested in you, so make sure you tell them about all your accomplishments during the introduction. It doesn't matter if you haven't prepared the first minute. After all, they are here to listen to you – the expert – so anything goes at the beginning.

Don't simplify your presentation too much. Show your superior intelligence by using long words, expressions and jargon. It is of no consequence if you pause or mumble – all the best university lecturers speak in this way. Your audience will be hanging on to your every word anyway.

Remember that humour is important, so you should prepare a few jokes. Anticipate much laughter – pause for applause! This will compensate for your lack of visual aids.

Last of all, make sure you have planned your exit strategy. The last thing you want is to have to answer questions from people who will never truly understand your point of view.

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## Teacher's Notes – supplementary materials

### Reference sheet for Ss

Mark Powell's excellent book 'Presenting in English' (ISBN 1899396306) has a list of tips extracted below. The book contains explanations of these points and lots more.

### How to become a good presenter

- 1) Leave nothing to chance
- 2) Know exactly how to start
- 3) Get straight to the point
- 4) Talk to your audience
- 5) Know what works
- 6) Remember the 4 C's – be clear, concise, calm and confident
- 7) Speak naturally
- 8) Know your audience
- 9) Treat your audience as equals
- 10) Be yourself
- 11) Take your time
- 12) Don't make a special effort to be funny
- 13) Let your visual aids speak for themselves
- 14) Never compete with your visuals
- 15) Develop your own style
- 16) Enjoy the experience
- 17) Welcome questions from your audience
- 18) Finish strongly

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Teacher's Notes – supplementary materials

Cards for section C

<b>Greeting</b>	<b>Your name</b>
<b>Your position</b>	<b>Reference to audience</b>
<b>Topic</b>	<b>Brief overview</b>
<b>Timing</b>	<b>When to ask questions</b>
<b>First point</b>	<b>Next point</b>
<b>Final point</b>	<b>Conclusion</b>
<b>Summary</b>	<b>Thanking the audience</b>
<b>Questions</b>	<b>Personal input/hook</b>