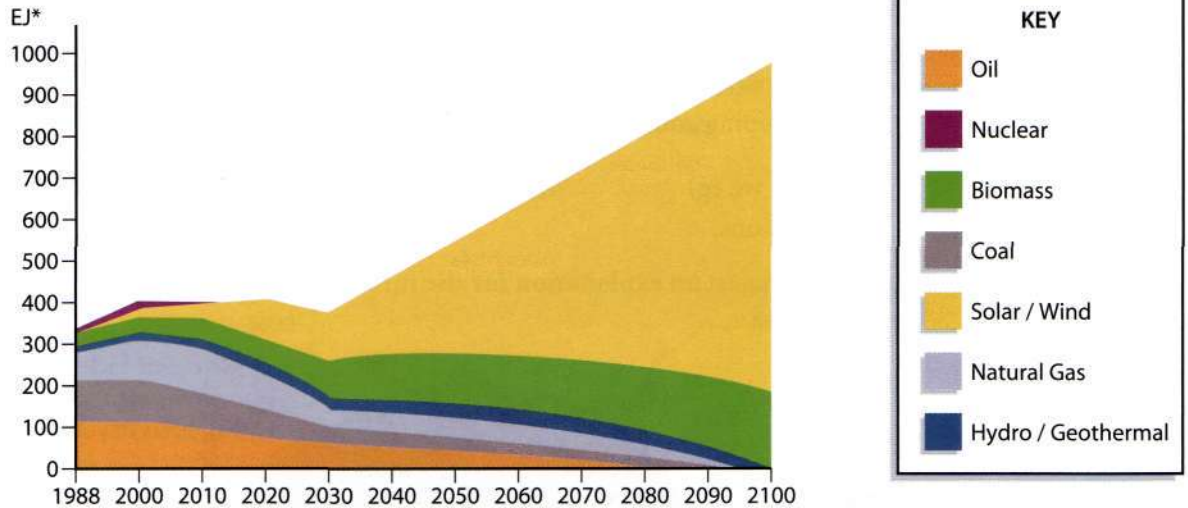


## Practice 1

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

### Fossil Fuel Farewell

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



\*Exajoules (1EJ =  $10^{18}$  joules). A joule is a unit of work or energy, equivalent to 0.239 calories.

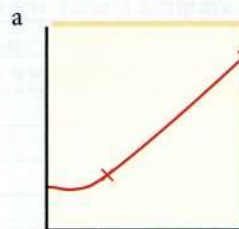
- a) "Now ....."
- b) "It shows ....."
- c) "The vertical ..... while ....."
- d) "Clearly, we can see that ....."



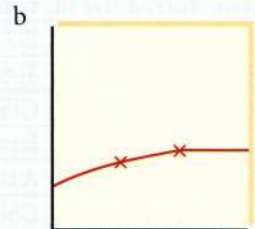
Now listen to the recording.

## 3 Describing change

- 1 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:



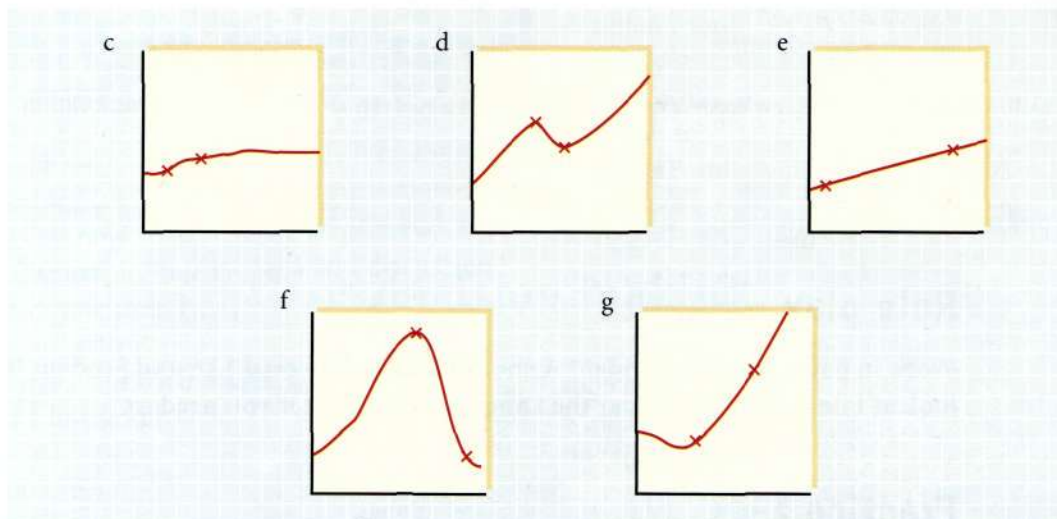
increased rapidly



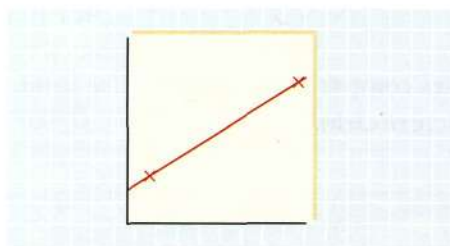
went up a bit

Match the following pictures with the correct phrase:

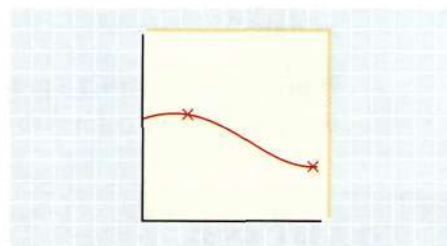
climbed slightly    increased steadily    dropped markedly  
 declined a little    rose dramatically



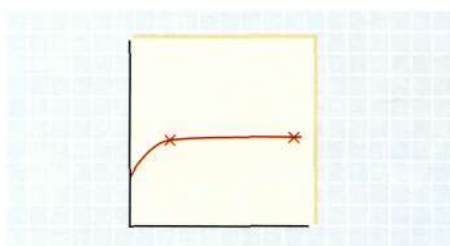
2 Look at the diagrams and write other words to describe what each one shows. Try to find the noun form for each verb, for example *to increase* / *an increase*.



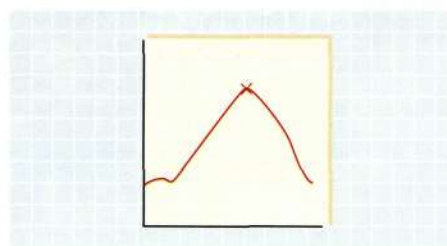
a) to increase                  an increase  
 to .....  
 to .....  
 to .....  
 to .....



b) to decrease                  a decrease  
 to .....  
 to .....  
 to .....  
 to .....



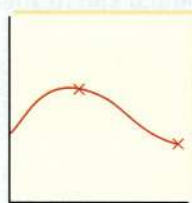
c) to stay the same  
 to .....  
 to .....



d) to reach a maximum  
 to .....  
 to .....



- e) to recover                      a recovery
- to .....
- to .....



- f) to deteriorate                      a deterioration
- to .....
- 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 colors) 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 appropriateness 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 leveling off		
to stabilize			
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			dramatically
a marked			markedly
a significant	increase / fall	to increase / fall	slightly
a slight			significantly

#### Equipment

(slide) projector  
 – diapositives (Am. Eng.)  
 – slides (Br. Eng.)

#### computer tools

– laptop  
 – data projector  
 – monitor  
 – PowerPoint  
 – modem  
 – Internet download  
 overhead projector (OHP)  
 – slide (Am. Eng.)  
 – transparency (Br. 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
- slide projector
  - slides / diapositives
- video / computer graphics / flip chart / marker board
- computer / PowerPoint
- Internet

*Use of visual aids*

Combination of OHP and flip chart with markers 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 visual per two minutes.

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.

Turn off equipment not in use.

Use of PowerPoint or similar software is a great presentations tool.

Always check the English in your visual supports.

*Use of color*

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

Use different colors if color improves clarity of message (e.g. pie charts).

Use appropriate color combinations: yellow and pink are weak colors on white backgrounds.

*Use of room and machinery*

Check equipment in advance, especially computer connections (e.g. data projector).

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

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

Have a good supply of markers.

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).

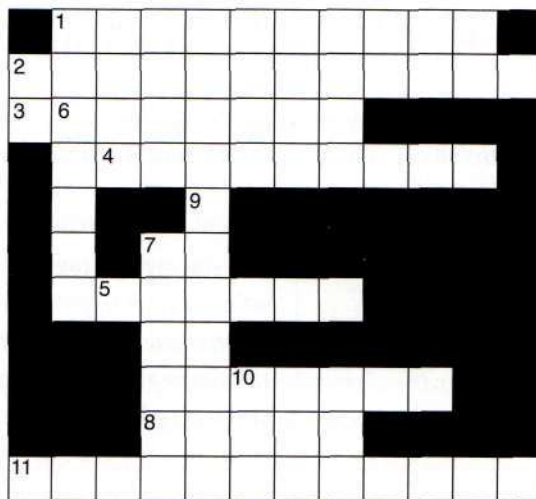
5 Across Photographs that you show on a screen using a projector (6).

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 sheet 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  
 1 and 2 Across PowerPoint presentation, 3 and 4 Across overhead projector, 5 Across slides, 6 Down video, 7 Down and 8 Across flip chart, 9 Down and 10 Across white board, 11 Across transparency  
 3  
 (a) shows, (b) see, (c) compare, (d) look at, (e) clear, (f) trend

# 8 The middle of the presentation

## AIMS

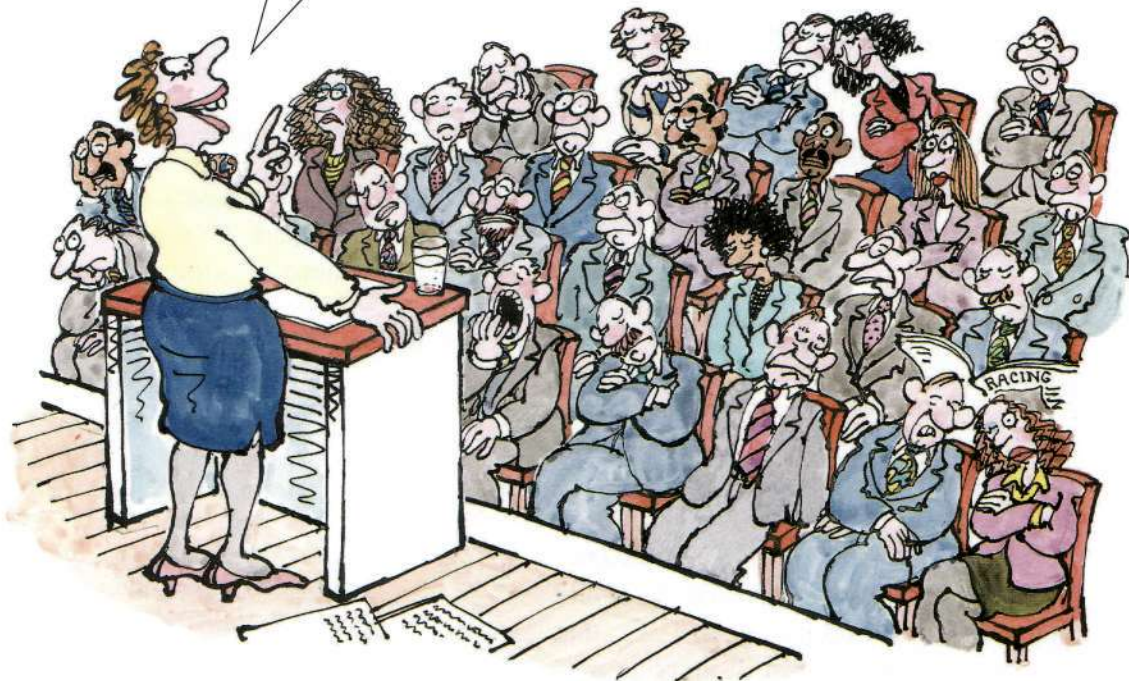
- Holding the audience's attention
- Listing information
- Sequencing
- Structure [2] The main body
- Linking ideas

## 1 Holding the audience's attention

"First you say what you're going to say. Then you say it. Then you tell them what you've said."

"All acts of communication have a beginning, a middle and an end."

As I was saying a couple of hours ago, thiazides may potentiate the action of other hypertensives but in combination with other hypertensive agents there may be precipitation of azotaemia as well as cumulative effects of chlorothiazide but we'll talk about that later. Now, as I was saying ...



- 1 What are the problems with the presentation above? Suggest ways that you think a good speaker *can* hold the audience's attention.



- 2 Read the following passage and identify at least *six* recommendations about speaking technique which can help to make the message in a presentation clear.

### *You're lost if you lose your audience*

#### Clear objectives, clear plan, clear signals: the secrets of presentation success

Any presentation requires a clear strategy or plan to help you reach your objectives. The aim is not to spend twenty minutes talking non-stop and showing a lot of nice pictures. It is to convey a message that is worth hearing to an audience who wants to hear it.

However, how many speakers really hold an audience's attention? What is the secret for those who do? First, find out about the audience and what they need to know. Plan what you're going to say and say it clearly and concisely.

A good speaker uses various signals to help hold the audience's attention and make the information clear. One type of signal is to introduce a list with a phrase like *There are three things we have to consider*. The speaker then says what the three things are and talks about each one at the required level of detail. For example: *There are three types of price that we have to think about: economic price, market price and psychological price. Let's look at each of these in more detail. First, economic price. This is based on production costs and the need to make a profit ...* and the speaker goes on to describe this type of price. After that, he goes on to talk about the market price and so on.

Another signaling technique is to give a link between parts of the presentation. Say where one part of the talk ends and another starts. For example, a well organized presentation usually contains different parts and progression from one part to the next must be clear, with phrases like *That's all I want to say about the development of the product. Now let's turn to the actual marketing plan*. This technique is very helpful to the audience, including those who are mainly interested in one part only.

Another type of signaling is sequencing of information. This usually follows a logical order, perhaps based on time. So a project may be described in terms of the background, the present situation and the future. Key words in sequencing information are *first, then, next, after that, later, at the end, finally, etc.*

Still another technique which helps to emphasize key points is careful repetition. Examples are *As I've already said, there is no alternative but to increase production by 100 per cent* or *I'd like to emphasize the main benefit of the new design – it achieves twice as much power with half as much fuel*.

A final point concerns timing and quantity of information. Psychologists have suggested that concentration is reduced after about twenty minutes without a break or a change in activity. Furthermore, audiences should not be overburdened with technical details or given too many facts to remember. It is claimed that to ask people to remember more than three things in a five minute talk is too much. Some say that seven is the maximum number of any length of presentation. Any such calculations are probably not very reliable, but every speaker needs to think about exactly how much information of a particular type a specific audience is likely to absorb and to plan accordingly.

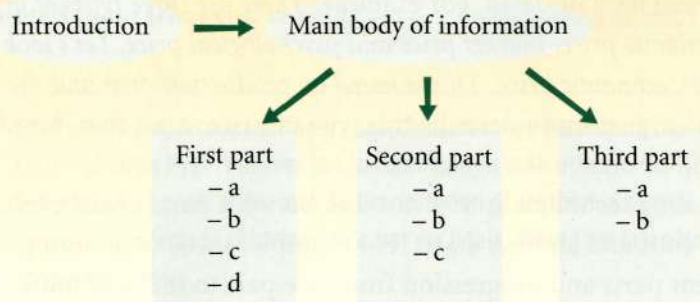


## 2 Structure [2] The main body

### 1 Read the following text and identify the following:

- the relationship between the main body of the presentation and the introduction
- a recommendation on one way to divide the main body of a talk.

The main body of the presentation contains the details of the subject or themes described in the introduction. All the above techniques are especially useful in making the main body easily understood. They help the audience to follow the information and to remember it. They also help the speaker to keep to the planned structure and to know exactly what stage has been reached at all times during the presentation. Clear structure doesn't just help the audience! In many presentations the main body can be usefully divided into different parts. The main parts, each with a main heading, are referred to in the Introduction (see Unit 6). Clearly there are many ways to divide the main body of a presentation and often different parts will themselves be divided into smaller sections of information:



## 3 Listing information



- Listen to two presentations of the same information about climatic change. Which is easiest to understand: Example 1 or 2? Why?
- Now read the transcript of one of the two examples. Underline the words and phrases which list key information and give signals to the audience.



- “ ... climatic changes in the Northern hemisphere may have been the result of three types of effect on the environment: first, volcanic activity, second, industrial pollution, and thirdly, transportation. Let's look at these in more detail. First, volcanic eruptions. The 1991 eruption may have contributed to ozone damage causing the unusually high world temperatures in 1992.
- The second key area is industrial contamination. Industry puts important quantities of noxious gases and chemicals into the atmosphere. There are four important gases released by burning fossil fuels. These are CO<sub>2</sub>, SO<sub>2</sub>, CO and NO<sub>2</sub>. They contribute to the so-called “greenhouse” effect and global warming. The second main area of industrial pollution of the atmosphere is the release of ozone damaging chemicals like chlorofluorocarbons and polychlorobiphenols.
  - These are used in refrigeration, some manufacturing processes and in fire extinguishers. Finally, the third source of damage to the environment is transportation. Car and plane engines are a problem because they release the so-called “greenhouse” gases such as CO<sub>2</sub>.”

## Practice 1

Here are the visuals from a brief presentation to management trainees studying international marketing. Use the information to give a short summary of international marketing strategies using listing techniques.

### The Transition from Export Marketing to Global Marketing

#### Phase One

##### EXPORT MARKETING

- Home base production and management
- Direct selling to export markets
- Agents and distributors
- Possible sales centres in overseas markets
- Low investment

#### Phase Two

##### INTERNATIONAL MARKETING

- Production expanded to overseas markets
- Local management
- Cost centres abroad
- Increased local employment
- High investment

#### Phase Three

##### GLOBAL MARKETING

- Global brand name
- Established in all major world markets
- Global 'identity'
- Cost centres in all major markets
- Complex global production
- High investment

Begin as follows.

'Good morning, everyone. I'm going to give a brief summary of the transition from export marketing to global marketing. Basically, there are three phases in this transition. These are, first, export marketing; second, international marketing; and third, global marketing. Let's describe the first phase, which is export marketing ...'



Now listen to a recording of a model presentation.