

# Presentation

## Lead in

- Do you have to make presentations?
  - Are they generally formal, or informal?
  - Who do you present to – colleagues, superiors, current or potential clients, investors?
- How does this affect what you say?

## Discussion

- What makes a good presenter?
- What makes a good presentation?

Oh, sorry, you probably  
can't see these at the  
back, can you?

As you can see, I've  
divided my talk into  
four parts.

Hmm, the projector doesn't  
seem to be working. Well,  
never mind ...



*"Life is just one big presentation for you, isn't it?"*

Reading: Learning styles

## Reading: Learning styles

- 1 In any presentation, it's important to think about your audience and how they are going to understand your message. Different people have different learning styles, which affect how they respond to presentations. Do you know what your learning style is? Look at the statements in the boxes (1–3) below and decide which box contains the most statements that are true for you.

1

- ☐ I learn by watching.
- ☐ I remember things I have seen.
- ☐ I remember things by picturing them in my mind.
- ☐ I find it easy to remember people's faces.
- ☐ I find graphs, charts and diagrams very useful.
- ☐ I need to write things down to remember them.
- ☐ I prefer written directions or instructions to spoken ones.
- ☐ I usually take notes during lessons, talks and presentations.
- ☐ I often highlight or underline texts while reading them.

2

- ☐ I learn by listening.
- ☐ I remember things I have heard.
- ☐ I like taking part in discussions.
- ☐ I find it easy to remember voices and music.
- ☐ I'm good at remembering the words to songs.
- ☐ I prefer listening to a good lecture to reading about the same material.
- ☐ I prefer spoken directions or instructions to written ones.
- ☐ I don't usually take notes during lessons, talks and presentations.
- ☐ I sometimes talk to myself or think out loud.

3

- ☐ I learn by doing.
- ☐ I remember things I have done.
- ☐ I don't like sitting still for a long time and need regular physical activity.
- ☐ I make a lot of gestures and movements while talking.
- ☐ I often stand close to people and touch them while talking to them.
- ☐ I think and solve problems and get ideas while doing physical activity.
- ☐ I quickly notice if a chair is uncomfortable.
- ☐ I often play with keys, coins, pens or other small objects in my hand.
- ☐ I like working with tools.

2 Now match the boxes (1–3) to the statements about learning styles (a–c) below.

- a People with a mainly *kinaesthetic* learning style are at a disadvantage when they have to sit still during a presentation.
- b If people in your audience have a mainly *visual* learning style, you can help them by using visual aids in your presentation.
- c Those with a mainly *auditory* learning style are usually at an advantage when learning through a presentation.

## Visual aids

1 Read the two slides giving information about effective use of visual aids.

### Slides should be:

- **ready** (there should not be a long pause while you look for them, or turn on the equipment)
- **large and clear, not too detailed, and visible to the whole of your audience**
- **displayed for long enough for the audience to read them** (you should not use more than one a minute)
- laid out clearly, in **bullet points** rather than long sentences or paragraphs.

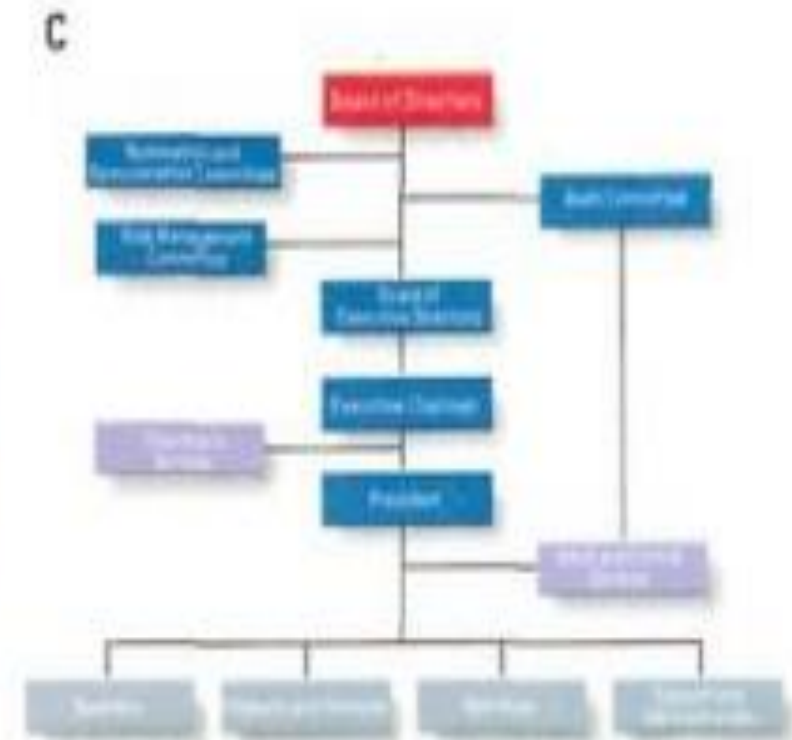
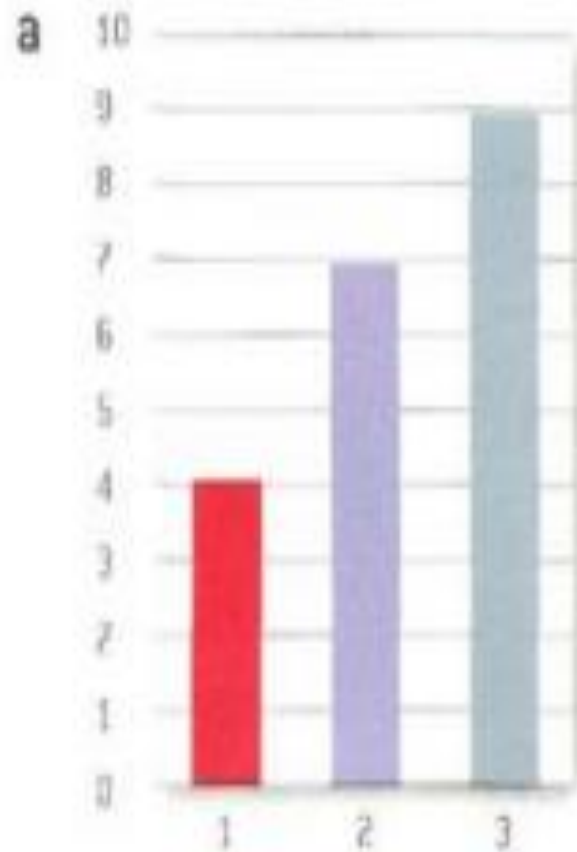
You should check the equipment before starting. For example:

- Does the projector work?
- Can you connect your laptop to the projector?
- Can everyone see you and the screen, or do you need to move the chairs?
- Is there any light reflecting on the screen – do you need to close the blinds or dim the lights?

2 Now rewrite the following paragraphs as slides, each containing five bulleted pieces of information.

- 1 A good introduction usually contains a welcome to the audience, and thanks them for coming. It states the subject or title of the presentation and its purpose. It outlines the structure of the presentation, often by giving a list of the main points to be covered. It will usually state how long the presentation will take, and tell the audience when the speaker would like them to ask questions: at any time, or at the end.
- 2 The end of a presentation should include a clear signal that the speaker has finished or is about to finish the last point, so that anyone who has lost concentration will realise that the main part is almost over. The speaker can then repeat the main points of the presentation a final time, and draw some logical conclusions. This means that speakers often make their most important points three times: in the introduction, they say that they are going to say something; in the middle part, they say it; and at the end, they say that they have said it. The ending generally includes thanks for listening, and an invitation to ask questions.

3 Visual aids can also contain charts, graphs and diagrams. Do you know the names for the different types (a–c) shown below?



## Useful phrases

- 1 Complete the phrases for the introduction of a presentation using the correct form of the words from the box.

draw	go	hesitate	see
feel	have	save	take

- a If there's anything you don't understand, please don't \_\_\_\_\_ to interrupt.
- b I'd like to \_\_\_\_\_ your attention to ...
- c I'm \_\_\_\_\_ to talk for about 15 minutes.
- d I'd appreciate it if you would \_\_\_\_\_ any questions until the end.
- e As you can \_\_\_\_\_ from this slide ...
- f My presentation will \_\_\_\_\_ about 20 minutes.
- g I'd like you to \_\_\_\_\_ a look at this ...
- h Please \_\_\_\_\_ free to ask questions at any time.

**2** Now put the phrases into the table below. You will add more phrases later.

<b>1</b> Greet the audience:
<b>2</b> Introduce yourself:
<b>3</b> Give the title or subject of your presentation:
<b>4</b> Tell the audience the length of your presentation:
<b>5</b> Describe the structure of your presentation:
<b>6</b> Refer to visual aids:
<b>7</b> Tell the audience they can interrupt:
<b>8</b> Request that the audience asks questions at the end:

## Discussion

Which of the following comments about presentations do you agree with?

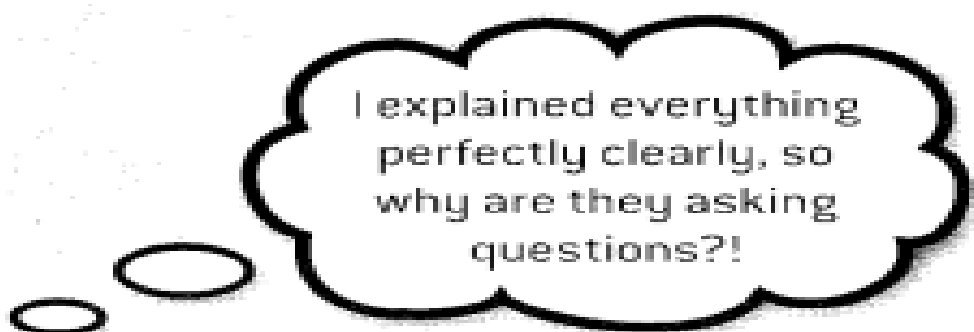
- 1 'Beginnings and endings of presentations are often very similar.'
- 2 'The central part or main body of the presentation is the most difficult to prepare.'
- 3 'No one in the audience concentrates all the time during a presentation.'
- 4 'Dealing with questions is one of the easiest parts of the presentation.'
- 5 'In many presentations, the main points are repeated three times.'
- 6 'It's important to link the different parts of your presentation, with standard phrases.'



# Dealing with questions and troubleshooting

## Dealing with questions

The question and answer section can be the most difficult part of a presentation because you can't prepare for it.



I explained everything perfectly clearly, so why are they asking questions?!

Here are some tips:

- Welcome questions and listen carefully (and look at the questioner).
- Do not interrupt the speaker.
- Clarify the exact meaning of the question if you are not sure.

Examples:

*Sorry, I didn't catch that. Could you repeat that please?*

*Sorry, I'm not sure if I've understood exactly ...*

*If I've understood you correctly, you want to know ... Is that right?*

- Take time to think (though not too long) before you answer, if necessary.
- Be as brief and direct as possible.
- Be polite.
- Check that your questioner is satisfied with your answer.

Examples:

*Have I answered your question?*

*Does that answer your question?*

1 Sometimes, it is impossible to answer a question, because:

- a It is not relevant to your presentation
- b You simply don't know the answer
- c You don't want to give the information

In which of the situations above could you use these answers?

- 1 I'm afraid I don't have that information with me.
- 2 I'm afraid I'm not in a position to comment on that.
- 3 I'm afraid that doesn't really relate to my presentation. Perhaps you could discuss that with Mr X.
- 4 That's a difficult question to answer in a few words. Could we talk about it later?
- 5 Can I check on that and get back to you?

## Troubleshooting

2 In presentations, it's important to be prepared for the unexpected, but it's impossible to predict every situation. Decide what you would say in the following situations. As well as phrases from this unit, you could also use some of the language from **Unit 10** (Chairing a meeting), **Unit 11** (Checking and confirming), **Unit 19** (Clarifying), **Unit 20** (Dealing with conflict) and **Unit 21** (Diplomacy).

- 1 You want to start, but everyone is talking.
- 2 Somebody at the back can't hear you.
- 3 You try to use the projector, but nothing happens.
- 4 Somebody can't understand what you're saying.
- 5 Somebody asks you a question on a very sensitive subject.
- 6 You have a mental block and can't remember the next thing you planned to say.
- 7 Somebody asks you a question but you don't understand what they say.
- 8 Somebody interrupts your presentation (although in the introduction, you asked for questions at the end).
- 9 Somebody interrupts you and starts talking about a completely different topic.