

Steps to an Effective Presentation (accompanied by useful English phrases)

Here, I will attempt to give you a few tips & techniques and a bit of support when it comes time to make your presentation.

Introduction: What do I define as a presentation?

In the broadest sense, it's every encounter you have with every person you ever meet.

More specifically, however, I'm going to talk about the academic presentation. Whenever you are asked to appear in front of one or more people for the purpose of explaining, educating, convincing, or otherwise conveying information to them on University campus, you have an academic presentation.

Compressed to its essence, a presentation consists of five basic elements: you, your audience, your message, your tools and specific language means.

Visual Presentations – General Guidelines

The central purpose of any presentation, written, oral or visual, is communication.

To communicate effectively, you must state your facts in a simple, concise and interesting manner.

It is proven that the people learn more readily and retain more information when learning is reinforced by visualization.

You can entertain, inform, excite and even shock an audience by the proper integration of visual images into virtually any exchange of information.

A presentation which might normally be considered dull, or a chore to be avoided, can be transformed into exciting productions that grab the attention of the viewers.

This type of presentation maximizes audience retention of the subject matter.

The phrase "a picture is worth a thousand words" has existed since the New York Post discovered the value of visuals in the news business. This remains true.

Simple, clear, concise visual images, briskly paced and sprinkled with attention-grabbing graphics will lend support to your spoken words. This leaves your audience with a positive attitude toward you and your theme or proposal.

When the concept begins to take final form, the visuals are developed around it.

This is not to imply that A-V design should be placed near the end of the project. You must begin mentally planning your visuals at the beginning of the design process.

Finally, your presentation should be entertaining. Leave the audience feeling better and more relaxed when they leave and that impression will carry over to both your subject matter and yourself.

The Key Steps to a presentation

1. KNOW YOUR SUBJECT MATTER

While this first point may seem obvious, it is very important that you research every nuance of your subject.

Read reports and look up information about the subject with the specific purpose of writing a presentation script. When examined in this light, new ideas and alternative ways of thinking often develop.

The ability to present a subject with confidence directly affects your audience's impression and will help keep their attention.

2. KNOW YOUR AUDIENCE

3. KNOW YOURSELF (and your limits)

We all must push our limits and willingly bite off more than we may be comfortable swallowing on occasion — this is how we learn and grow. Knowing a few of your limits, however, might avert disaster, or at least embarrassment.

4. DEVELOP A THEME

All presentations, regardless of their complexity, are designed with a single purpose. Whether that purpose is to sell, educate, or for pure entertainment, state that purpose to yourself at the beginning of the development process. Keep this purpose in mind always.

5. PREPARE YOUR SCRIPT

The script does not necessarily have to be a work of literary excellence. For some, simple notes on 3 x 5 file cards are sufficient. Other presenters and presentations require a carefully composed, professionally developed script.

The exact form of the script depends on the formality of the presentation, the size and demographics of the audience and of course, the presenter.

Any presentation script, regardless of complexity, shares the four basic parts: opening, body, summary and closing.

OPENING

The opening of the presentation sets the stage for what is to follow. Participants are introduced and the purpose of the presentation is stated. You should also present a VERY BRIEF summary or outline of the points to be covered. This helps keep your audience oriented properly within the framework of your script.

BODY

This is the part of the script in which the bulk of the subject matter is presented. The body of a long presentation should be separated into smaller, easily assimilated modules. Each module or

sub-section should make a single point or convey one idea. These sub-sections should each have their own simple opening, body and summary.

SUMMARY

This portion should be very brief and simple. Here is your chance to reinforce the central theme and purpose of your presentation. Briefly emphasize the key points and main ideas of your script in this section. There is an old axiom that says ... “Tell them what you are going to tell them, tell them, and then tell them what you told them.” This pretty well sums it up. Question and answer sessions often follow a final summary and are very productive if managed properly. Encourage questions from the audience if time or format permits, but be prepared to answer them. If you do not know the correct answer to a question, don’t try to fake it.

CLOSING

In a well structured closing, points raised during the question and answer session (if any) are summarized and any handout material that was not required during the presentation is distributed.

Handout material emphasizing key points and ideas enables your audience to review the subject, and assures that your words will remain fresh in their minds. Handout material should not be distributed before a presentation unless it is critical to the theme since it invariably leads to audience distraction.

LANGUAGE

English for Academic Purposes: Vocabulary

As well as knowing the frequent general words and the general academic words, there are two other types of words you need to know. You also need to know some of the less frequent words used in English and it is also necessary to know the specific words for your subject. The subject specific words make up about 5% of the words of most academic texts. These words are very important to know and are usually learned in subject classes.

Speaking in Academic Contexts

Academic Presentations

Academic seminars and presentations often take the following form:

<u>PRESENTATION</u>		
	1. Introduction <u>What do you intend to do?</u> <u>How do you intend to do it?</u>	
	↓	

	2. Main Body State your points: information and argument.	
	↓	
	3. Conclusion Summarise Invite questions	
	↓	
B. DISCUSSION/QUESTIONS		

1. Presentation

1. Introduction

1. *State what you will do*

What I'd like to do is to discuss

What I intend to do is to explain

In my talk today,

My topic today is

Today, I'm going to talk about

I'm going to talk to you about

My colleagues and I are going to give a short presentation on

Today I want to consider

In this talk, I would like to concentrate on

The subject of this talk is

The purpose of this talk is to

This talk is designed to

2. *State how you will do it*

I'm going to deal with three aspects of the subject.

I'm going to divide my presentation into three sections.

I've divided my presentation into three sections.

I thought it would be useful to divide my talk into three sections.

This subject can be looked at under the following headings:

I'll take about ... minutes.

The talk should last about ... minutes.

I'll be happy to answer questions at the end.

If you have any questions, I'll try to answer them afterwards.

If you have any questions, please feel free to interrupt.

2. Main body

1. Ordering points

Firstly

To start with,

First of all,

Secondly

Next

Then

Thirdly

Lastly

Finally

2. Giving examples

For example,

For instance,

And as proof of that,

Remember

You only have to think of

3. Emphasising

Furthermore

What's more,

This supports my argument that

It follows, therefore, that

4. *Referring back to what you have said*

As I said at the beginning,

In the first part of my talk, I said

As I mentioned earlier,

I told you a few minutes ago that

5. *Putting it in other words*

In other words,

That is to say,

To put it another way,

The point I'm making is

What I'm suggesting is

Let me put it another way.

6. *Using visuals*

On this graph, ...

Take a look at this.

Let's have a look at this.

I'd like you to look at this.

I'd like to draw your attention to ...

Here we can see

The ... represents

The graph illustrates

As you can see,

If you look closely, you'll see

7. *Moving on*

I'd like now to move on to

Turning now to ...

Moving on now to

Having looked at ..., I'd now like to consider

Now, let's turn to

I now want to turn to

The next point is

Another interesting point is

The next aspect I'd like to consider is

I'd now like to turn to

3. Conclusion

1. Concluding

So

We've seen that

First we looked at ... and we saw that

Then we considered ... and I argued

In short

In brief, we have looked at

To sum up

In conclusion, I'd like to emphasise that

I think that covers most of the points.

That completes my presentation.

Thank you for your attention.

2. Invite questions

That covers the main points. If you have any comments or questions, I'll be happy to hear them.

So that explains my main point. Does anyone have any comments or questions?

I'd be glad to try and answer any questions.

2. Discussion/Questions

1. Encouraging participation

Does anyone have any comments or questions?

So is this the same as your experience?

Do you agree with what X has just said?

So, Y, what is your opinion of this?

2. Interrupting

If I could just come in here.

Sorry to interrupt, but

I'd just like to say that

3. Getting clarification

I didn't understand what you said about

I'm sorry, I didn't catch what you said about

I'm sorry, could you repeat what you said about

What does ... mean?

I'm not sure what you mean.

I don't see what you mean.

Could we come back to that?

Sorry, but I'm not quite clear on

I'd like to ask you about

What did you mean when you said ...?

Could you be more specific about ...?

Could you expand a little bit on what you said about ...?

Could you give an example of ...?

Could you explain in more detail?

So you're telling me that I can't ...?

So what you're saying is that ...?

So you mean that ...?

Are you saying that ...?

Am I correct in assuming that ...?

Let me just make sure - your point is that ...

If I have understood you correctly, your point is that ...

4. *Following up a question*

That's not really what I was asking. My question is about

Perhaps I didn't make my question clear. In fact what I asked was

I think you've answered a slightly different question. What I would like to know is ...

I understand that but what I actually had in mind was

Sorry, I'm still not clear about

5. *Dealing with difficult questions*

... is important but it's too complex for us to deal with here.

I think the aim of this talk is to focus on ... rather than

It's too early for us to say whether

We don't have enough evidence to show that ...

That's not something I've had time to deal with, but

I'd prefer to deal with that point later.

6. *Agreeing*

I couldn't agree more.

On the whole, I think the speaker's arguments are fair.

I (quite) agree.

I think you're absolutely right.

That's a very good point.

You've got a very good point there.

I fully support what you say.

I totally agree.

Exactly!

7. *Doubt and reservation*

Well . maybe . possibly .

I'm not so sure about that.

You may be right.

I don't think I'd say that.

Yes, but don't you think ...?

I can see your point, but

I think that's debatable.

Perhaps, but don't you think that

I see what you mean but

I agree to some extent, but

It seems to me ...

I tend to think ...

8. *Disagreeing*

But don't you think that ...?

I see what you mean, but ...

But isn't it really a question of ...

But what about ...?

But surely ...?

I take your point, but ,

But all the evidence suggests that

I'm afraid I can't agree with ... on this matter.

I wouldn't say that.

I don't agree at all.

I can't accept that.

1. Group Discussion

1. Ordering points

Firstly

To start with,

Secondly

Next

Then

Thirdly

Lastly

Finally

2. Giving examples

For example, .

For instance, .

And as proof of that, .

Remember .

You only have to think of .

3. Emphasising

Furthermore ...

What's more, ...

This supports my argument that ...

It follows, therefore, that ...

4. Putting it in other words

In other words, ...

That is to say, ...

To put it another way, ...

The point I'm making is ...

What I'm suggesting is ...

Let me put it another way.

5. *Interrupting*

If I could just come in here.

Sorry to interrupt, but ...

I'd just like to say that.

6. *Getting clarification*

I didn't understand what you said about

I'm sorry, I didn't catch what you said about

I'm sorry, could you repeat what you said about

What does ... mean?

I'm not sure what you mean.

I don't see what you mean.

Could we come back to that?

Sorry, but I'm not quite clear on ...

I'd like to ask you about ...

What did you mean when you said ...?

Could you be more specific about ...?

Could you expand a little bit on what you said about ...?

Could you give an example of ...?

Could you explain in more detail?

So you're telling me that I can't ...?

So what you're saying is that ...?

So you mean that ...?

Are you saying that ...?

Am I correct in assuming that ...?

Let me just make sure - your point is that ...

If I have understood you correctly, your point is that ...

7. *Following up a question*

That's not really what I was asking. My question is about ...

Perhaps I didn't make my question clear. I fact what I asked was

I think you've answered a slightly different question. What I would like to know is ...

I understand that but what I actually had in mind was

Sorry, I'm still not clear about

8. *Dealing with difficult questions*

... is important but it's too complex for us to deal with here.

I think the aim of this talk is to focus on ... rather than ...

It's too early for us to say whether

We don't have enough evidence to show that ...

That's not something I've had time to deal with, but

I'd prefer to deal with that point later.

9. *Giving opinions*

I definitely think that....

I'm sure that....

I'm convinced that....

I really *do* think that....

I'm of the opinion that ...

As I see it,

I think

I consider

I feel

Personally, I believe ...

In my opinion/view,

It seems to me

I'm inclined to think that ...

I tend to think that

10. *Agreeing*

I couldn't agree more.

On the whole, I think the speaker's arguments are fair.

I (quite) agree.

I think you're absolutely right.

That's a very good point.

You've got a very good point there.

I fully support what you say.

I totally agree.

Exactly!

11. *Doubt and reservation*

Well . maybe . possibly .

I'm not so sure about that.

You may be right.

I don't think I'd say that.

Yes, but don't you think ...?

I can see your point, but ...

I think that's debatable.

Perhaps, but don't you think that ...

I see what you mean but ...

I agree to some extent, but ...

It seems to me ...

I tend to think ...

12. *Disagreeing*

But don't you think that ..?

I see what you mean, but ...

But isn't it really a question of ...

But what about ...?

But surely ...?

I take your point, but , ...

But all the evidence suggests that ...

I'm afraid I can't agree with ... on this matter.

I wouldn't say that.

I don't agree at all.

I can't accept that.

13. *Asking for opinions*

What do you think about ...?.

What are your views ...?

What do you feel about ...?

What's your opinion of ...?

What are your feelings about ...?

Have you got any comments on ...?

Could I have your reaction to ...?

Do you have any particular views on ...?

Don't you agree, ...?

I think X knows more about this than I do?

I expect X will agree with me when I say

2. Reporting to group

1. *Summarising and reporting*

It was generally felt that

Generally speaking, we felt ...

On the whole

We couldn't agree on

Opinion was divided on

We had some difficulty in deciding

We decided that the best way was to

After some discussion we reached a compromise on

2. *Concluding*

So

We've seen that

First we looked at . and we saw that

Then we considered . and we argued

In short

To sum up

In conclusion, we'd like to emphasise that

That completes our presentation.

3. *Invite questions*

That covers the main points. If you have any comments or questions, we'll be happy to hear them.

So that explains our main point. Does anyone have any comments or questions?

We'd be glad to try and answer any questions.

(source: <http://www.uefap.net/> and <http://seggleston.com/1/>)