

Presentation skills

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Content:

Giving presentations: new vocabulary overview (pre-teach)..... page 3

Vocabulary and phrases for making presentations in English page 5

Text A for rehearsing presentation (reading presentation practice) page 9

Text B for rehearsing presentation (reading presentation practice) page 10

Czech- English translation page 11

Syllab.....page 13

Giving presentations: new vocabulary overview

(pre-teach)

| | |
|------------|-------------------|
| background | lead |
| chart | opening statement |
| divide | overview |
| examine | share |
| figure | shrinking market |
| graph | table |
| grateful | visual |
| handle | |
| interrupt | |

Structure of presentations

1. Opening and overview

Main point: Tell the audience what you are going to tell them.

Strong beginning = advantage

Few seconds to convince the audience:

- I will not waste your time
- I am well organized
- I know who you are
- I know my subject

Introduce problem to be addressed and context

State purpose, scope and main message

Give outline of presentation

2. Body

Main point: Tell them .

Make a story board

Present incrementally, concisely and in logical order

Illustrate with clear examples and visual aids

K.I.S.S. = Keep It Simple Stupid

3. Summary – Closing

Main point: Tell them what you told them.

- Must have a clear end to talk
- Brief and simple summary of main points
- Reinforce the main message
- Put in context of the „big picture“
- Use slides or other visuals: headline for main poin
- Don´t overcrowd with bullets and details

Final recommendations:

1/ Before you start preparing your talk: - know your audience and selct the message

2/ Structure and preparation of slides:

- select key points
- organize content – keep story simple
- use visual aids

3/ Rehearse, rehearse, rehearse

4/ Giving the talk

Grab and hold audience´s attention

Vocabulary and phrases for making presentations in English¹

Overviews

After you give your opening statement, you should give a brief overview of your presentation. This includes what your presentation is about, how long you will take and how you are going to handle questions.

For example, a presentation to sales staff could start like this:

"Welcome / "Hello everyone."

Opening statement

"As you all know, this company is losing its market share. But we are being asked to increase sales by 20 – 25%. How can we possibly increase sales in a shrinking market?"

Overview

"Today I am going to talk to you about how we can do this. My presentation will be in three parts. Firstly I am going to look at the market and the background. Then I am going to talk to you about our new products and how they fit in. Finally, I'm going to examine some selling strategies that will help us increase our sales by 20%. The presentation will probably take around 20 minutes. There will be time for questions at the end of my talk."

Useful language for overviews

"My presentation is in three parts."

"My presentation is divided into three main sections."

"Firstly, secondly, thirdly, finally..."

"I'm going to..."

take a look at...

talk about...

examine...

tell you something about the background...

give you some facts and figures...

fill you in on the history of...

concentrate on...

limit myself to the question of...

"Please feel free to interrupt me if you have questions."

"There will be time for questions at the end of the presentation."

"I'd be grateful if you could ask your questions after the presentation."

¹ <http://www.english-at-home.com/business/vocabulary-and-phrases-for-making-presentations/>

The main body of the presentation

During your presentation, it's a good idea to remind your audience occasionally of the benefit of what you are saying.

"As I said at the beginning..."

"This, of course, will help you (to achieve the 20% increase)."

"As you remember, we are concerned with..."

"This ties in with my original statement..."

"This relates directly to the question I put to you before..."

Keeping your audience with you

Remember that what you are saying is new to your audience. You are clear about the structure of your talk, but let your audience know when you are moving on to a new point. You can do this by saying something like "right", or "OK". You can also use some of the following expressions:

"I'd now like to move on to..."

"I'd like to turn to..."

"That's all I have to say about..."

"Now I'd like to look at..."

"This leads me to my next point..."

If you are using index cards, putting the link on the cards will help you remember to keep the audience with you. In addition, by glancing at your index cards you will be pausing – this will also help your audience to realise that you are moving on to something new.

Language for using visuals

It's important to introduce your visual to the audience. You can use the following phrases:

"This graph shows you..."

"Take a look at this..."

"If you look at this, you will see..."

"I'd like you to look at this..."

"This chart illustrates the figures..."

"This graph gives you a break down of..."

Give your audience enough time to absorb the information on the visual. Pause to allow them to look at the information and then explain why the visual is important:

"As you can see..."

"This clearly shows ..."

"From this, we can understand how / why..."

"This area of the chart is interesting..."

Summarising

At the end of your presentation, you should summarise your talk and remind the audience of what you have told them:

"That brings me to the end of my presentation. I've talked about..."

"Well, that's about it for now. We've covered..."

"So, that was our marketing strategy. In brief, we..."

"To summarise, I..."

Relate the end of your presentation to your opening statement:

"So I hope that you're a little clearer on how we can achieve sales growth of 20%."

"To return to the original question, we can achieve..."

"So just to round the talk off, I want to go back to the beginning when I asked you..."

"I hope that my presentation today will help you with what I said at the beginning..."

Handling questions

Thank the audience for their attention and invite questions.

"Thank you for listening – and now if there are any questions, I would be pleased to answer them."

"That brings me to the end of my presentation. Thank you for your attention. I'd be glad to answer any questions you might have."

It's useful to re-word the question, as you can check that you have understood the question and you can give yourself some time to think of an answer. By asking the question again you also make sure that other people in the audience understand the question.

"Thank you. So you would like further clarification on our strategy?"

"That's an interesting question. How are we going to get voluntary redundancy?"

"Thank you for asking. What is our plan for next year?"

After you have answered your question, check that the person who asked you is happy with the answer.

"Does this answer your question?"

"Do you follow what I am saying?"

"I hope this explains the situation for you."

"I hope this was what you wanted to hear!"

If you don't know the answer to a question, say you don't know. It's better to admit to not knowing something than to guess and maybe get it wrong. You can say something like:

"That's an interesting question. I don't actually know off the top of my head, but I'll try to get back to you later with an answer."

"I'm afraid I'm unable to answer that at the moment. Perhaps I can get back to you later."

"Good question. I really don't know! What do you think?"

"That's a very good question. However, we don't have any figures on that, so I can't give you an accurate answer."

"Unfortunately, I'm not the best person to answer that."

What can you say if things go wrong?

You think you've lost your audience? Rephrase what you have said:

"Let me just say that in another way."

"Perhaps I can rephrase that."

"Put another way, this means..."

"What I mean to say is..."

Can't remember the word?

If it's a difficult word for you – one that you often forget, or one that you have difficulty pronouncing – you should write it on your index card. Pause briefly, look down at your index card and say the word.

Using your voice

Don't speak in a flat monotone – this will bore your audience. By varying your speed and tone, you will be able to keep your audience's attention. Practise emphasising key words and pause in the right places – usually in between ideas in a sentence. For example "The first strategy involves getting to know our market (pause) and finding out what they want. (pause) Customer surveys (pause) as well as staff training (pause) will help us do this."

Don't forget – if you speak too fast you will lose your audience!

Text A for rehearsing presentation (reading presentation practice)

Education Statistics and Education Policy: The American Experience²

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Delivered at:
Institute of European and American Studies
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Taipei, Taiwan, R.O.C.
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Introduction

Good afternoon everyone. I am pleased to have this opportunity to speak here at the Institute of European and American Studies regarding my agency, the National Center for Education Statistics (NCES) of the United States, and about possibilities and benefits of Taiwan's increased participation in international education research. It was not too long ago in the United States that international comparisons of education systems were conducted in an atmosphere of competitiveness and rivalry. But over the past decade we have witnessed a gradual transition towards examining other country experiences and using international research to improve our schools. As more countries take part in international research projects, and as we explore together the similarities and differences between systems in greater depth, our joint efforts become truly an international cooperative undertaking. It is in this spirit that I present my remarks today.

Education policy making in the United States is becoming more data-driven. At the federal, state and local levels, there is a larger recognition of the importance of interesting, compelling information. In this new global economy and information age, data is being used, analyzed, communicated, and debated more than ever before. Dominating the public's attention in primetime and newspaper headlines have been stories about serious, even critical educational issues backed by solid data, such as overcrowded schools, school crime, and the quality (or lack thereof) in the teaching profession. Recent television productions on equity and education in the United States featured education leaders using data forcefully to argue their points. Stories on education issues that were once based on anecdotes and opinions are being replaced by the explosion of the use of solid information and data sources. Though this trend is exciting for those of us in the data and analysis business, it is also sobering to those of us at NCES. We have a large job to do, and it is getting larger.

² <http://nces.ed.gov/Pressrelease/amex.asp>

Text B for rehearsing presentation (reading presentation practice)

Kentucky Public School Enrollment Requirements³

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Every year, thousands of parents ask what they must do to enroll their children in Kentucky's public schools. This section of our Web site answers parents' most frequently asked questions. It is always best to visit your local school and ask these questions directly. Most schools have their enrollment requirements available as a handout for parents. We also encourage parents to visit the school - with their children - prior to the first day of school.

Q. At what age are children required to enter school?

A. In Kentucky, under state law, all children must be enrolled in school between the ages of 6 and 16. Children can enter primary school at age 5, but only if their 5th birthday is on or before October 1 of the current school year. So, a 4-year-old who will turn 5 by October 1 can enroll in primary school. See the state law that outlines these requirements [here](#).

Because school districts do not receive state funding for children who do not meet the age requirements set forth by law, they generally do not offer early enrollment options to those children. Within the primary program, children may be placed in classrooms based on ability levels, rather than age. Preschool programs are available for eligible 3- and 4-year-old children as well.

Q. At what age, and using what criteria, are children eligible for the preschool program?

A. Preschool programs are available to 4-year-old children who are "at risk," meaning they are eligible for the federal School Lunch Program. Preschool also is available for 3- and 4-year-old children with disabilities. Enrollment of a child in the preschool program is at the discretion of the parent or legal guardian. For more information about the preschool offerings in your district, or to see if your child is eligible, it is best to contact your local school district directly.

³ <http://education.ky.gov/comm/newtoky/pages/kentucky-enrollment-requirements.aspx>

Czech- English translation:

1. Státy by měly uznat princip rovných primárních, sekundárních a terciárních vzdělávacích příležitostí pro děti, mládež a dospělé s postižením, v integrovaných prostředích.
2. Ačkoliv *Vzdělávání pro všechny* může být považován za ideál, stanovuje cíl, něco, co stojí za usilování a směřování.
3. Po událostech z 11. září 2001, kdy v USA byly atakovány WWC a Pentagon, přijala 31 schůze generální konference UNESCO *Všeobecnou deklaraci o kulturní rozmanitosti*.
4. Ve 12 člancích jsou zakotveny etické myšlenky (úvahy), které se snaží fungovat jako zásady pro podporu členských států v rozvíjení politiky, která bude adekvátní a kulturně smysluplná v jejich společnostech (společenských systémech).

To check and discuss:

1. States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.
2. Though Education for All can be seen as an ideal, it sets a goal, something to work toward as a worthwhile endeavour.
3. Following the events of 11 September 2001 when the World Trade Center and the Pentagon in the USA were attacked, the thirty-first session of the UNESCO General Conference adopted the *Universal Declaration on Cultural Diversity*.
4. Enshrined in 12 articles are ethical considerations which are intended to act as guidelines for supporting member states in developing policy which would be appropriate and culturally meaningful in their societies.

Tento materiál byl vytvořen v rámci projektu

„Inovace studijních oborů na PdF UHK“ reg. č. CZ.1.07/2.2.00/28.0036.

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Syllab: Presentation Skills

Úroveň: **smíšená** (pre-intermediate – intermediate – upper-intermediate)

s **gramatickým zaměřením** na úroveň pre-intermediate a intermediate,

tj. mírně a středně pokročilé):

Main educational topic(s): **Presentation Skills**

Main issues and skills:

- Structure and preparing a presentation
- Presentation methods and key skills as a context
- Developing effective speaking: key aspects
- Giving feedback
- Questioning skills and techniques, question types
- Investigating problem solution and questions
- Brainstorming: effective techniques
- Self-assessment, reflection and development
- Useful expressions and structures