

Step 1 Lay solid foundations

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1 The start

Attention curve

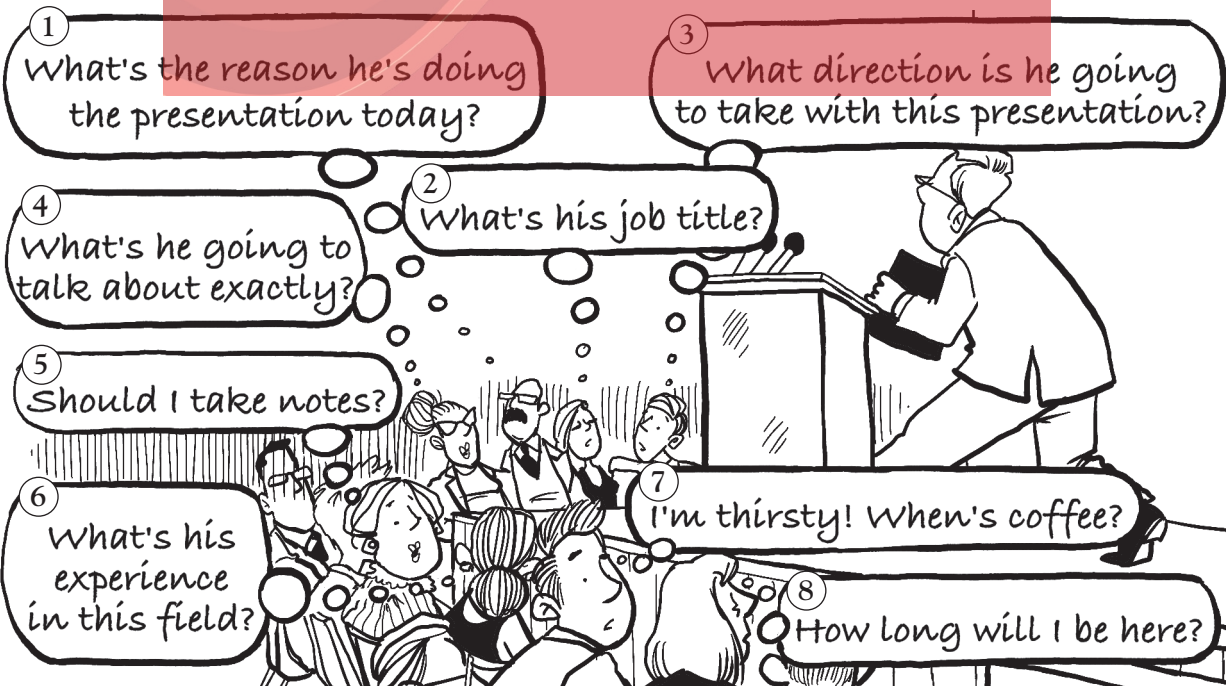
- A** Look at this graph. The vertical axis represents the attention of the audience and the horizontal axis shows time during an average presentation. How would you draw a curve in this graph?



- B** Now, look at the graph in the answer key on page 100. At which points in a presentation can the audience most easily remember what the presenter says?

Who, why, what, how

- A** Look at the audience's questions (1–8) and match the numbers with the type of information.
- Who is the presenter?
Why are we all here?
What is he going to talk about?
How is he going to organise the presentation?



B Now read the text and check your answers.

The presentation journey

Giving a presentation is like taking your audience from start to finish on a journey. At the start, your audience require some basic information before they can accompany you on this journey. Once they have the information, they're on your side, attentive and ready to listen to every step of the journey along to your final message.

Who

Introduce yourself. Clearly, the amount of information you give about yourself and your work and the level of formality you use, depends on the presentation you're giving. For example, for a presentation to a group of your colleagues, you probably don't need to give your name and background and you can use informal language. A presentation to a new client can require more detailed information about your background and experience and a more formal approach. Make sure that you're comfortable talking about your past and present experience in such cases.

Why

Tell your audience your destination – the reason they're there to listen to you and the purpose of your presentation. If the audience don't know why they should listen, they won't have any reason to accompany you along your journey. The 'why' is linked to the conclusion, your final message – probably, the most important part of your presentation.

What

Outline the roadmap – the main points that you're going to develop and the order in which you would like to develop these. When your audience have a clear view of the roadmap you want to navigate, they can follow you more easily and can also see you're planned, prepared and effectively managing the presentation. There are good reasons for giving the roadmaps, as research shows your audience listen better and remember better and more when they know the structure and shape of your presentation. The technique we use to give the roadmap is called 'sequencing'. This is a very simple technique as it just involves using language such as *one, two, three* or *firstly, secondly, thirdly*. Nevertheless, it is also highly effective as 'sequencing' or 'ordering', as it is sometimes called, is a principle of memory by which we recall information.

How


Put yourself into your audience's shoes: address your audience's needs. Your audience won't listen to you as you go into the main part of your presentation if they have other concerns. They may be thinking: *How long do I have to sit here? Do I have to take notes? When can I ask questions? Is there any coffee here?* It can therefore be useful to answer such questions in your 'start' so that your audience are ready to listen.

Your 'start' should include these points but at the same time not be too long. Ninety seconds is a good guideline as there's evidence that you begin to lose listeners after this amount of time. Your audience tend to listen to your every word and form an impression of you in these ninety seconds. An accurate 'start' helps to create a good impression and you should aim to be grammatically accurate at this stage.

C Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase.

Check any vocabulary you don't know.


- 1 On behalf of Mr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible for
- 2 My purpose today is to
- 3 I'm going to develop three main points. First, ... Second, ... Third,
- 4 Let me introduce myself. I am ... I am a
- 5 I'll pass round copies of my slides so you can make notes as I go through the presentation.
- 6 Before I continue, let me tell you something about myself.
- 7 Today I would like to give you a general overview of
- 8 I've divided my presentation into three main points. I would like to begin with
- 9 So, I'll be addressing three main points and the first one is going to be ... The second point will be ... And finally the last point is
- 10 I'm going to outline three proposals. Firstly, I'll ... Then, I'd like to ... and finally
- 11 Today, I'm going to bring you up to date with
- 12 The presentation should last about five minutes.
- 13 We'll take a short coffee break at about 10.30.
- 14 My objective today is to
- 15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of
- 16 If you have any questions, I'd be grateful if you could leave them until the end.
- 17 I'm happy to take any questions after that.
- 18 For those who don't know me, my name is Carlos López and I'm the managing director.
- 19 We can take two or three questions at the end of each point.
- 20 You don't need to take notes as we'll be handing out presentation booklets.
- 21 I would like to start with ... And then ... Lastly
- 22 Today, I'm going to tell you
- 23 What I am going to do today is review
- 24 Please feel free to interrupt me at any time if you have a question.
- 25 The reason we are here today is to
- 26 Morning everyone. I'm ... I'm a ... at

D  **1.01, 1.02** Watch César and Zhan's 'starts' to their Step 1 presentations and tick the phrases they used.

Find Your Voice

Don't learn all these phrases now. Highlight one or two from each category that you really like or think are useful for you. Learn them by using them in your presentation practice – prepare the 'start' of a presentation that is typical of your work situation, using the phrases you wish to learn. When you're ready, stand up and present your 'start'.

Grammar

- A**  **1.03, 1.04** Watch Dan and Svitlana's 'starts' to their Step 1 presentations. Complete the phrases they used to give the 'whats' of their presentations.

Dan

- 1 Firstly, I some general info ...
- 2 Then, I to the economy ...
- 3 ... and then I go into details ...

Svitlana

- 4 Today I tell you why ...
- 5 I by telling you what ...
- 6 I to giving you a few examples.

- 1 What forms do they use?
- 2 Why do you think it's a good idea to use a variety of forms?

'will'

Form

will / shall + infinitive (without to)

Firstly, I'll go through the background to the project.

I will finish by outlining the changes we made to the original schedule.

- *Shall* is much less common than *will* in British English and hardly ever used in American English.
- *Will* is a modal auxiliary verb and does not add *s* in the third person singular.
- We usually use the contracted form in speaking:
Firstly I'll look at ...

'be going to'

Form

be going to + infinitive

Today I'm going to tell you why I chose this topic and how you will benefit from my research.

I'm going to tell you a little bit about my research.

Note

It is advisable not to overuse one form at the start of a presentation. We can use both *will* and *be going to* to give the 'why' and / or 'what' of a presentation. *Will* is used here to give future information and *be going to* is used to indicate a plan. Note that we don't normally use *will* to talk about future events which are already decided or planned.

- *Going to* can be pronounced as *gonna* in informal speech. This is much more common in American English. In British English, it can sound informal.

'would ('d) like to'

Form
<i>would like ('d like) to + infinitive</i> <i>I'd like to move on to a comparison of last and this year.</i> <i>I would like to give you an overview of trademark law.</i>

- We use *would like to* at the beginning of a presentation to politely state what we want to do.
- Avoid using more direct forms, e.g. *I want* at this stage of a presentation. Use these at later stages.

B Here are the 'whats' from three presentations. Change the overuse of *will* to create more varied and interesting 'whats'.

- 1 Firstly, I'll give the background to the project. Then, I'll tell you about the present situation and then I'll show the future changes.
- 2 My first point will be to show you the structure of the department, my second point will be our work procedures and my third point will be suggestions for greater efficiency.
- 3 I'll develop three main points. Firstly, I'll give a general overview. Second, I'll move on to specifics and third, I'll describe the overall changes.

Find Your Voice

Now look again at the 'start' you presented on page 11. Have you used a good variety of forms in the 'what' section? Revise your 'start'. If you want, present your 'start' again.

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2 The finish

Signal, summary, conclusion, closing remarks

A Read the text about the 'finish' of a presentation and answer the questions below.

Make your final message clear



Stay in control until the very last second and follow these steps at the 'finish' of your presentation.

Firstly, pause briefly and **signal** clearly that you are now ready to finish the presentation. The audience will start to listen again closely at this point.

Henry trained himself in the 'dramatic pause'.

Then, make your **summary**, giving a brief overview of what has already been said. The summary is a reflection of your 'what' and looks back. It should not be too long as you will lose your audience's attention again, but detailed enough to cover your points. This can be a difficult balance to achieve! A good summary gives your listeners time to reflect on the content and builds up to your conclusion, making your conclusion stronger, more powerful and more effective. A conclusion without a summary can sound incomplete as your audience may not have listened to every point during the main part of the presentation and the purpose can be lost. Avoid giving any conclusions while you are making your summary.

After this, give your **conclusion**. This is a reflection of your 'why' and looks forward to what you want people to do or think after your presentation. It should follow logically from your summary. There are different kinds of conclusions: you can make a call for action, make a recommendation or assure your audience that they're better informed. This is the destination of your journey and the most important part of your presentation.

Finally, make your **closing remarks** by thanking your audience, asking for questions or passing round your presentation handouts.

- 1 Why don't some people finish their presentations effectively in your opinion?
- 2 Do you agree that every presentation has some kind of conclusion?
- 3 Have you ever thought 'What was the point?' after listening to a presentation?

B Write *Sig* (Signal), *Sum* (Summary), *Conc* (Conclusion) or *CR* (Closing Remarks) next to the phrases below.

- 1 So, that brings me to the end of my presentation.
- 2 Let me summarise what we've looked at.
- 3 Thank you for your attention.
- 4 I'll briefly summarise the main issues.
- 5 I'll now hand out
- 6 I suggest Johannes ... and Michel
- 7 I'd like to summarise.
- 8 I'd like to conclude by strongly recommending
- 9 So, that completes our presentation.
- 10 Let me just go over the key points again.
- 11 To sum up
- 12 I trust you gained an insight into
- 13 To conclude, I'd like to leave you with the following thought
- 14 Well, that covers everything I want to say.
- 15 If you have any questions, I'd be happy to answer them.
- 16 At this stage, I'd like to go over
- 17 In my opinion, the only way forward is to
- 18 Thank you for listening.
- 19 To summarise, I'll run through my three topics.
- 20 In conclusion, I'd like to leave you with the following idea.


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Find Your Voice

Highlight the phrases above that you really like or think are useful for you, keeping in mind the kinds of conclusion that you often have to make in your presentations. Do you ...

- make recommendations?
- give information?
- motivate?
- inspire?
- give a call to action?
- persuade?

Grammar

A  **1.05** Watch the summary from the ‘finish’ to César’s Step 1 presentation. Answer the questions.

- 1 What tense did César use in his summary?
- 2 Do you think this tense is effective when giving a summary? Why?
- 3 Did César follow the recommended procedure in his ‘finish’?
- 4 Was this effective?

Present perfect

Form

have / has + past participle

I’ve told you about the current situation, the problems and the solutions.

- In general we use the present perfect to connect the past with the present. The action may be complete, but the time period is either not finished or definite.
So, as we **have seen** today, there are very good reasons to ...
- Compare with the past simple where the time period is finished and definite.
So, as we **saw** last week, there are very good reasons to ...

B Complete this presentation extract with the present perfect or simple past form of the verbs.

Let’s now turn to training. Many other international companies (1) (envy) our development programme five years ago. But, the internal situation (2) (be) actually far from satisfactory. The sample departmenting text © Macmillan Education (3) (set) its own budget and (4) (appoint) its own trainers. This often (5) (mean) that staff (6) (not attend) training that (7) (be) necessary for their jobs. We (8) (waste) both time and money. All in all, we (9) (not have) the best possible solution. How (10) we (change) things since then? Well, all training measures (11) (be) centralised. This year, we (12) (make) HR responsible for all decisions on training. We (13) (allocate) one central budget and (14) (introduce) one integrated system. Training (15) (become) much more effective and targeted. We (16) (start) to build modern training facilities and you are sitting today in our brand new purpose built Academy. I’m sure that you must agree that today we (17) (find) a much better, more effective and targeted solution than the one we (18) (have) before. I’ll just quickly summarise what we (19) (see) so far.

Find Your Voice

Now prepare and present the ‘finish’ of a presentation, typical of your work or study situation.


- Include any phrases you want to learn.
- Use the present perfect in your summary.
- Make sure you give a clear logical conclusion.

3 Structuring

Signposting

A  **1.06** Watch an extract from an interview with Dan after his Step 1 presentation.

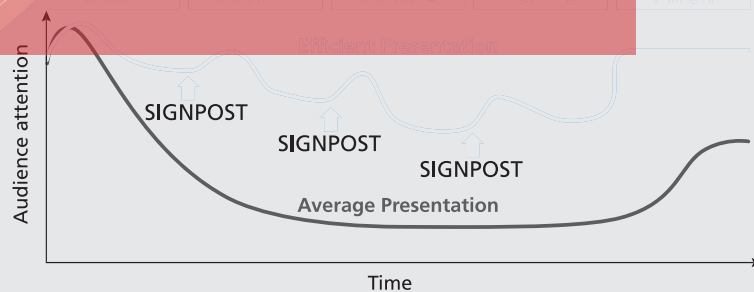
- 1 How does structuring a presentation help Dan?
- 2 Do you agree with his comments?

B  **1.07, 1.08** Phrases 1–22 below are examples of signposts. Read them and check any vocabulary you don't know. Now, watch the main content of Svitlana and Zhan's Step 1 presentations and tick the signposts they use.

- | | |
|---|--|
| 1 Moving on now to | 12 So, we've looked at |
| 2 I would like to begin by | 13 That completes my overview of |
| 3 Let's now turn to | 14 Let's just recap |
| 4 Let's start with my presentation. | 15 So, that's pretty much |
| 5 So, first of all | 16 and this is |
| 6 Now, turning to | 17 Next we come to |
| 7 Now, what about ...? | 18 So, that was |
| 8 Let me move on to | 19 My next point is |
| 9 So, that's the general picture for | 20 That's all I want to say about |
| 10 I'd like to conclude this point by saying | 21 So, that covers this point. |
| 11 This leads me to a point | 22 And finally |

C Look at the graph and read the text below. Why are signposts important?

How do signposts work?



Signposting helps you structure and shape the main content of your presentation. Signposts create 'verbal paragraphs' or 'verbal signals' and raise the attention curve at the beginning and end of each point of your presentation. The technique allows you to guide the audience through the structure of your presentation linking one point to the next. The audience can't see your notes and can't look forward to see what is coming. You know where you're going on your journey and you need to guide your audience by telling them exactly where you are on the roadmap of your presentation. This is a simple but highly effective technique that adds clarity to your presentations.

Delivery

Pausing

A  **1.09** Watch an extract from an interview with Svitlana after her Step 1 presentation. How does pausing help the audience?

B  **1.10** Watch an extract from an interview with César after his Step 1 presentation.

- 1 Which additional techniques did César mention?
- 2 What are the benefits of these techniques for a non-native speaker?
- 3 Can you think of any additional advantages?
- 4 Why do you think pausing sometimes feels uncomfortable for a presenter?

C Read the text about pausing and then practise saying Svitlana's text below with pauses.

Pause before using the signpost to turn to a new point. Count up to ten in your head and breathe deeply. This helps your audience to assimilate your information and gives you the chance to control your nerves.

That is why identifying the kinds of deviations and studying them is a necessary step in building a more just and successful society. // To summarise, // I will run through my three main points. // Firstly, I would like to emphasise one more time the importance of studying a deviant behaviour of economic agents as a separate subject. // Secondly, I would like to bring your attention to the importance of researching the origins of economic crimes // and thirdly, we need to be aware of different kinds of deviations and to try to convert negative deviations into positive ones whenever possible. // In conclusion, I'd like to leave you with the idea that it is up to you to improve the quality of your lives and societies you live in by realising that you can deal with a deviant behaviour efficiently by simply avoiding participating in economic crimes. // Thank you very much for your attention. And, if you have any questions, I will be happy to answer them now.

Find Your Voice

Get into groups of five. If your group has fewer than five people, one person can take two or more roles. Role play a presentation using the structure below.




Keep it short and simple (KISS). Concentrate on using the language and techniques you have learned so far in this step for starting, finishing and signposting. Change roles for different presentations.

Suggestions for presentation topics:

- three countries for a good holiday
- three cars
- three great films or books
- three restaurants in your city


4 Full presentation

Analysis

- A**  **1.11** Read the brief for the Step 1 presentation on page 21. Then, watch César's short Step 1 presentation and look at the feedback from a member of César's audience. Which comments do you agree with?



Feedback form: Lay solid foundations					
	Poor	OK	Yes!	Wow!	Comments
Start			X		Seems to be very friendly and is not too nervous.
Who				X	
Why			X		Good pausing – I like the use of the flip chart here.
What			X		
How	X				Doesn't do this.
Variety			X		
Signposting			X		Clear at the beginning of points, but more signposting at the end of the points. 'Let me just turn to', 'This brings me to my last point'.
Pausing		X			Needs more pausing between some of the points.
Organisation			X		Simple, but clear. Don't like all the interaction with the flip chart.
Finish				X	
Signal			X		There could have been a clearer signal between the last point and the 'finish'.
Summary				X	
Present perfect				X	
Conclusion				X	Difference between summary and conclusion was very clear. It works even though it's a short presentation.
Closing remarks		X			

B  **1.11** Analysis and discussion help you to ‘find your voice’ for your own presentations. Watch César’s presentation again. As you watch, rate his performance in the Feedback form yourself. Remember that analysis is subjective and you don’t have to agree with the assessment in A. If you are working together with a group, discuss your analysis with the group after the presentation.

Feedback form: Lay solid foundations					
	Poor	OK	Yes!	Wow!	Comments
Start Who Why What How Variety					
Signposting					
Pausing					
Organisation					
Finish Signal Summary Present perfect Conclusion Closing remarks					



Preparation and presentation

- A** Read the brief and prepare your own presentation. Don't forget to KISS (Keep it Short and Simple)!

Full presentation practice: Giving information

Subject and structure

Choose from the following list or think of your own subject.

- My department and / or my company
- My industry
- My university
- My research
- My country

Take any direction you wish with your chosen subject, but divide your presentation into three clear parts using the structure below.



Your audience

You are making this presentation to a group of people who are very important for your future career. This could be your board of directors, a group of external professors, an assessment centre panel or an audience at an international conference, for example. Describe your audience before you start your presentation.

Your targets

- To have a fluent 'who', 'why', 'what', 'how' start
- To have a well-structured and signposted presentation
- To finish well with a summary and clear conclusion
- To leave a good impression by giving a well-prepared presentation

- B** Give your full presentation.

Feedback and targets

- A** If you're working in a group, analyse each others' presentations, using the Feedback form below. If you're working alone, record yourself and analyse your own performance.

Feedback form: Lay solid foundations					
	Poor	OK	Yes!	Wow!	Comments
Start Who Why What How Variety					
Signposting					
Pausing					
Organisation					
Finish Signal Summary Present perfect Conclusion Closing remarks					

Presentations diary

- B** Look back at your feedback on your Step 1 presentation and, if possible, watch your presentation again. Now read 1–4 below and write your diary for Step 1.
- 1 What was positive for you? List three aspects.
 - 2 Identify one thing you could improve.
 - 3 Identify one thing that didn't work at all for you.
 - 4 Set yourself two targets for your next full presentation.