

Presentation manual

Homework:

Read the chapter “Academic presentation - Theory” below, then complete the exercises in the “Language of presentation”. There is a key to the exercises at the end of this manual

Presentation requirements

Topic:

- to be decided by the speakers
- must be related to cosmetics and interesting for your fellow students. **!ATTENTION!**: you only have 10-15min to present, don't choose a topic too broad! (NOT “Cosmetic preparations through history” BUT “Timeless Beauty: Discovering Ancient Egyptian Cosmetics for a Modern Glow”; NOT “Haircare products” BUT “Secrets of home-made hair care”)
- can reflect your cosmetic interests
- connected to your possible future specialty
- may be related to what we are going to deal with this semester
- may promote a cosmetic product (NOT “Bioderma” BUT “Exploring Bioderma's Solutions for Acne-prone Complexions”)

Media

- any media you feel comfortable with computer, handouts, board, PowerPoint, Prezi, Google slides, or any combination. You must have a visual support.

Speakers

A. prepare questions for your audience – to be asked at the beginning or end

- If asked at the beginning, you will check them at the end. In this way your audience listens more carefully and even makes notes while listening to you!
- you may have questions as an emergency instrument in case your colleagues have no questions during or after your talk

B. to make your talk more interesting prepare games, crosswords, matching exercises, pictures, handouts,...

C. Pre-teach terminology/ new expressions - key words you expect your listeners don't know; expressions and concepts that are difficult to understand. You should not pre-teach more than 10 words, nobody would remember.

Length 15 minutes + around 5 min for discussion

Audience prepare for asking questions and discussing ideas mentioned in the presentation (the presenter may have some questions prepared for the discussion if there are few questions from the audience)

Your presentation will be evaluated according to this Feedback form – see next page

CONTENT	3-2-1-0	
relevant content		
logical structure		
timing		
LANGUAGE	3-2-1-0	
vocabulary (range and accuracy)		
grammar (range and accuracy)		
syntax and transitions		
accurate pronunciation and effective intonation		
PRESENTATION SKILLS	3-2-1-0	
delivery (body language, eye contact, fluency, speed, voice)		
visuals and their use		
discussion management		
COMMENTS AND SUGGESTIONS		

A 30-28 B 27-25 C 24-22 D 21-20 E 19-18 F 17-0 TOTAL _____ (max. 30 points)

Academic presentation - Theory

I. Introduction

The introduction is a very important – perhaps the most important – part of your presentation. This is the first impression that your audience has of you. You should concentrate on getting your introduction right.

An introduction usually consists of:

- **Greeting** – Begin by greeting your audience and acknowledging their presence.
- **Introducing yourself** – State your name and position to establish your credibility as a presenter.
- **Topic, title, subject** – Clearly state the topic or subject of your presentation.
- **Purpose** – Explain the purpose of your presentation (such as informing the audience about the latest trends in cosmetic formulations).
- **Time** – Mention the estimated duration of your presentation.
- **Outline** – Provide an overview of the main points you will cover, highlighting the key points.
- **Visual aids** – Indicate the use of visual aids, such as slides or product samples.
- **Questions** – Assure the audience that you will gladly answer their questions at the end.

II. Main Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals. It is the part where you delve deeper into the topic. Remember the following key points for an effective delivery:

- Avoid hurrying your speech. Maintain a steady pace.
- Be enthusiastic and passionate about the subject matter to captivate your audience.
- Allocate sufficient time for visuals, ensuring they enhance your key points.
- Use visuals with relevant and impactful effects (such as before and after images of skincare transformations).
- Maintain eye contact with your audience to establish connection and engagement.
- Modulate your voice, using variations in tone and emphasis to convey key ideas effectively.
- Stick to the structure outlined in your introduction, guiding your audience through the logical flow of your presentation.
- Refrain from reading directly from your notes, aiming for a conversational and engaging delivery.
- Maintain a polite and professional demeanour, even when addressing challenging questions or concerns.

Style

Academic speaking shares similarities with academic writing but is generally less complex and more subjective. Keep the following points in mind:

- Use shorter words and simpler sentence structures compared to written language.
- Avoid excessive grammatical complexity, choosing instead clear and concise expressions.
- Be aware that spoken language tends to be less lexically dense and may rely on a narrower range of vocabulary.
- Remember that spoken language is immediate, requiring immediate understanding, whereas written language allows for multiple readings.

III. Conclusion

The ending, similarly to the opening, is a vital element of an oral academic presentation. It helps create **the final impression** on what you have been talking about and it is also the part most likely to be remembered by the audience. The final section should reinforce and re-emphasize the main points of your speech or highlight the importance of specific ideas you have presented. Such a summary will be followed by a **conclusion**, which is **an original idea** drawn from effective arguments.

Use the conclusion to: 1. Sum up 2. Conclude 3. Thank your audience 4. Invite questions

Signposting language

Signposting language refers to the use of specific phrases or expressions to guide listeners or readers through a presentation, speech, or written text. It helps provide structure, coherence, and clarity to the information being conveyed, making it easier for the audience to follow along and understand the main points or transitions. In presentations, signposting language can be used to introduce topics, transition between sections, summarise key points, refer to previous or upcoming information, check understanding, and conclude the presentation.

Talks and presentations structures

1. Introducing the topic

These phrases can be used at the beginning of your presentation to clearly indicate the topic you will be addressing and set the stage for the rest of your talk.

This morning I'm going to... (*talk about...*) Today I'd like to... (*describe...*)

The aim of my presentation this morning is to... (*explain...*)

The focus of my presentation is on... /I will be discussing the topic of...

In this presentation, I am to explore.../The purpose of my talk is to examine...

I've divided my presentation into... /My talk will be in... (*three parts*).

First, I'd like to... (*give you an overview of...*)

Second, I'll move on to.../then I'll focus on...

After that we'll deal with.../Finally, we'll consider...

2. Referring to questions

These phrases can be used to acknowledge and respond to questions asked by the audience during your presentation, establishing engagement and interaction between you and the audience.

Feel free to/Do interrupt me if there's anything you don't understand.

If you don't mind, we'll leave questions till the end.

I'm glad you raised that question. Let me address it now.

I appreciate your question. Let me provide some insight on that.

3. Introducing each section

These phrases can be used to guide your audience through the structure of your presentation and provide a clear transition from one section to another. They help your listeners follow along and understand the organisation of your content.

So, let's start with... *(the objectives...)*

Now let's move on to... *(the next part...)/ The next part of the presentation will explore...*

Let's turn our attention to... *(the question of)*

In this section, I will explore... *(the key aspects of)*

This leads me to... *(my third point...)*

Moving forward, I will examine... *(the implications of)*

Finally,... *(let's consider...)*

4. Summarising a section

These phrases can be used to briefly summarise the main points and findings of a section in your presentation. They help reinforce the key information and ensure that your audience has a clear understanding of the content covered.

That completes my... *(description of)/So, to summarise,... (there are five key points...)*

In summary, this section has highlighted...

Let's briefly review the key takeaways from... *(this part of the presentation)*

To sum up the topic thus far, we have examined...

5. Referring

These phrases help connect ideas and concepts throughout your presentation, allowing your audience to follow the flow of information and understand how different elements relate to each other.

I mentioned earlier... *(the importance of...)*

I'll say more about this later./ We'll come back to this point later.

To revisit a point I mentioned earlier, let's examine...

I will expand on this concept in the next section...

6. Checking understanding

These phrases help you assess comprehension of the audience as regards the material being presented, and allow you to address any uncertainties or clarify any points before moving forward.

Is that clear?/Are there any questions?

Before we move on, I want to make sure everyone is on the same page.

Does anyone have any questions or need clarification?

To confirm our understanding, let's do a quick comprehension check.

7. Referring to visual information

These phrases help guide your audience's focus to the visual elements, such as graphs, charts, diagrams, or images, that accompany your presentation. They ensure that your listeners are aware of the visual information being presented and help you provide explanations or interpretations related to those visuals.

This transparency/diagram shows...

If you look at this graph you can see.../What is interesting in this slide is...

If we direct our attention to... (*the graph/chart on the screen*)

I'd like to draw your attention to... (*this chart...*)

As you can see from the diagram on the slide, it presents...

This visual aid provides a visual representation of the data...

8. Referring to common knowledge

These phrases are used to acknowledge information that is commonly known or widely accepted among the audience. By using these phrases, you can establish a shared understanding and avoid unnecessary explanation of well-known facts or concepts.

As you know.../As I'm sure you are aware...

It goes without saying that...

It is generally accepted that...

As is often understood...

9. Concluding

These phrases help signal that you are reaching the end of your presentation and provide a clear summary or closing remarks. They allow you to emphasise the main points covered and leave a lasting impression on your audience.

That concludes my talk./ That brings me to the end of my presentation.

In summary, we have examined the various aspects of...

Finally, I would like to leave you with some key takeaways...

If you have any questions, I'd be pleased/I'll do my best to answer them.

Thank you for your attention.

10. Dealing with questions

These phrases help transition from the main presentation to the question and answer part. They indicate your readiness to address any inquiries or engage in further discussion with the audience.

That's a good point./I'm glad you asked that question.

Thank you for your question.

We have some time for questions, so please feel free to ask anything related to the presentation topic.

Can I get back to you on that later? I'm afraid I don't have... (*the information at present*).

I'm afraid I'm not the right person to answer that.

Presentation evaluation

Look at these presentation comments and try to say if you manage to achieve them or not.

OPENING

1. Does the opening gain the group's attention? YES / NO
2. Does it indicate what I intend to explain? YES / NO

KEY POINTS

1. Are my key points clearly expressed? YES / NO
2. Are my examples apt and interesting? YES / NO
3. Is each key point summarised or emphasised? YES / NO
4. Are the beginnings and ends of the key points clearly indicated? YES / NO

ENDING

1. Does my summary bring together the main points? YES / NO
2. Is my conclusion clearly stated? YES / NO
3. Do I come to an effective stop? YES / NO

DELIVERY

1. Can the group hear and see me? YES / NO
2. Do I use eye contact to involve but not to threaten? YES / NO
3. Do I use audio-visual techniques effectively? YES / NO
4. Am I fluent verbally? YES / NO
5. Is my vocabulary appropriate to the group? YES / NO
6. Do I make use of pauses and silences? YES / NO
7. Do I vary my intonation? YES / NO
8. Is the organisation of my material clear? YES / NO
9. Can Do? I avoid vagueness and ambiguities? YES / NO
10. Is the presentation as interesting as I can make it? YES / NO

Look at the presentation comments and say how frequently you manage to do it.

OUTCOME/COMPETENCY ACHIEVED?

1. Do I provide appropriate background and context? YES / NO
2. Do I define technical terms used? YES / NO
3. Do I clearly give a thesis/discussion point? YES / NO
4. Do I give the preview and scope of talk near the beginning? YES / NO
5. Do I clearly state the main points of the talk? YES / NO
6. Do I provide adequate support? YES / NO
7. Do I summarise the talk? YES / NO
8. Do I draw conclusions from the ideas mentioned? YES / NO
9. Do I deal adequately with the audience's questions? YES / NO
10. Do I ensure an overall coherence to the talk? YES / NO
11. Do I argue logically? YES / NO
12. Do I sustain an argument throughout the talk? YES / NO
13. Do I critically analyse the issue? YES / NO
14. Do I research a topic using library resources? YES / NO
15. Do I provide clear signposting throughout? YES / NO
16. Do I use visual aids effectively? YES / NO
17. Do I use appropriate gestures and eye contact? YES / NO
18. Do I involve the audience, e.g. by asking questions? YES / NO
19. Do I express ideas clearly and audibly? YES / NO
20. Do I present within a time limit? YES / NO

Language of presentation

1 Preparing your presentation

Planning: What do you have to take into consideration before giving a presentation?

Practising: What do you think are some ways of practising?

Dealing with nerves: How do you keep calm?

2 Structuring your presentation

A Talking Point: What can make a presentation difficult to understand?
Do presentations normally have a typical structure?

B The Core Structure

That is the end of my presentation...	1 _____
Now today I'd like to talk about...	_____
This brings me to my second point...	_____
I'm going to go through three points.	2 _____
That more or less covers...	_____
Let's move on to the last point...	_____
Let's leave that there for now, shall we?	_____
So let's start with...	_____
First of all, I'll talk about...	3 _____
Secondly, I'll cover...	_____
And finally, I want to discuss...	_____

C Announcing the beginning and end of a message

Moving on (from) to... Now let's look at... Now I'd like to consider... That was my first point. Next, I'd like to... That covers all I wanted to say about... Turning now to... I'd like to begin by (examining)... That's enough about...

D Signposting. What is it? Match similar expressions.

- | | |
|------------------------|-------------------------------|
| 1 Last of all | a To begin with/To start with |
| 2 Firstly/First of all | b To recap |
| 3 In conclusion | c Secondly/thirdly |
| 4 Next | d To conclude |
| 5 To sum up | e Finally/Lastly |

3 Introducing your presentation

A Talking Point

Think about an audience at a presentation. Why is it important to think about your audience?

What do they want to know at the start of the presentation?

What can a presenter do to get their attention at the start?

B Language Focus

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning, I'm going to be:

showing talking taking reporting telling

1 to you about our project in which we examined the business opportunities of biocosmetics.

2 you about the recent advances in psoriasis therapy.

3 you how to deal with clients suffering from severe acne.

4 a look at less obvious causes of clients' dissatisfaction with their cosmetic treatment.

5 on the results of the study we carried out in our beauty salon.

... so, I'll begin by:

making outlining bringing giving filling

- 1 you in on the background to the project.
- 2 a few observations about traditional treatment.
- 3 our policy on disinfecting workstations between customers.
- 4 you an overview of what can trigger such allergic reaction.
- 5 you up-to-date on the latest findings of the study.

... and then I'll go on to:

<i>compare</i>	<i>discuss</i>	<i>make</i>	<i>highlight</i>	<i>talk</i>
----------------	----------------	-------------	------------------	-------------

- 1 what I see as the main advantages of this procedure.
- 2 the traditional ways of treatment with the new ones.
- 3 you through a procedure for offering clients personalized recommendations for skin or hair care products.
- 4 detailed recommendations regarding prevention aimed at maintaining health and physical fitness.
- 5 in more depth the implications of the data in front of you.

C Directing your audience about questions

Towards the end of the introduction, we normally give direction by telling the audience if there will be opportunity to ask questions during or after the presentation. Look at the sentences below. Can question be asked *during*, *after* or *not at all*?

- 1 Feel free to stop me as we go along to ask questions. _____
- 2 There'll be time after I've finished for questions. _____
- 3 Please hold up your hand at any time if you have questions. _____
- 4 As we're short on time today, I'm afraid I won't be taking any questions. _____
- 5 There'll be the opportunity to ask questions at the end. _____

4 Delivering your message

A Talking point: What techniques can you use to get your message across? How can you make sure that the audience remembers your key messages? What are cue cards? What is the role of silence?

- | | |
|-------------------------------|--------------------------|
| 1 What I mean is | |
| 2 What I'm arguing for is | |
| 3 Let me give you an example | a Introducing your point |
| 4 In other words | b Explaining |
| 5 Let's start with | c Giving examples |
| 6 I'd like to outline/examine | |
| 7 For example/instance | |
| 8 This means that | |

C Visual aids

- 1 What do you think the KISS principle stands for?
- 2 How much time should you spend on a slide?
- 3 What is the recommended minimum size of letters in the slide?
- 4 What kind of background should be avoided on slides?

5 Concluding

A Read these expressions. Number them in the order you think they might follow each other.

- a If you'd like to ask me any questions, then I'd be happy to try and answer them. ____
- b Well, I've come to the end of my presentation. ____
- c My aim was to give you a good overview of the background, the approach and the results of the survey. ____
- d As I said before, you can study this in further detail in your hand-outs. ____
- e We have seen how far-reaching the research is in terms of numbers. ____
- f Thank you very much for listening. ____

g We have also looked at the more general and global feedback. ____

B Underline any expressions in A that

- 1 announce the end of the talk
- 2 recap the key messages and refer back to previous parts of the presentation
- 3 ask the audience to take action
- 4 thank the audience
- 5 invite questions

6 Handling questions

The LEVER model (Listen-Echo-Value-Empathize-Respond)

- 1 check the understanding of the question
- 2 show you value the question
- 3 show empathy and understanding
- 4 check the questioner is satisfied with your answer

Re-order these words to make expressions. Then add them to the four categories above.

- a have you correctly I understood?
- b understand your I concern can.
- c let be sure you I 've followed me correctly.
- d answer that query your does?
- e that would be problem I can a see.
- f important that's point an – raising thanks for it.

Key

2 Structuring your presentation

B The Core Structure

Suggested answers

<p>That is the end of my presentation... Now today I'd like to talk about... This brings me to my second point... I'm going to go through three points. That more or less covers...</p>	<p>1 Now today I'd like to talk about... I'm going to go through three points. So let's start with... Secondly, I'll cover... And finally, I want to discuss...</p>
<p>Let's move on to the last point... Let's leave that there for now, shall we? So let's start with... First of all, I'll talk about... Secondly, I'll cover... And finally, I want to discuss...</p>	<p>2 This brings me to my second point... I'm going to go through three points. That more or less covers... Let's leave that there for now, shall we? So let's start with... First of all, I'll talk about... And finally, I want to discuss...</p>
	<p>3 That is the end of my presentation... That more or less covers... Let's move on to the last point...</p>

C Announcing the beginning and end of a message

C Announcing the **beginning**: Now let's look at... Now I'd like to consider... Turning now to... I'd like to begin by (examining)...

Transition: Moving on (from) to...

End: That was my first point. Next, I'd like to... That covers all I wanted to say about... That's enough about...

D Signposting. What is it? Match similar expressions.

- | | | |
|------------------------|---|-------------------------------|
| 1 Last of all | e | a To begin with/To start with |
| 2 Firstly/First of all | a | b To recap |
| 3 In conclusion | d | c Secondly/thirdly |
| 4 Next | c | d To conclude |
| 5 To sum up | b | e Finally/Lastly |

3 Introducing your presentation

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning, I'm going to be:

1 ...talking.... 2 ...telling..... 3 ...showing..... 4 ...taking 5 ...reporting.....

... so, I'll begin by:

1 ...filling..... 2 ...making..... 3 ...outlining..... 4 ...giving..... 5 ...bringing.....

... and then I'll go on to:

1 ...highlight/discuss..... 2 ...compare..... 3 ...talk..... 4 ...make..... 5 ...discuss.....

C Directing your audience about questions

- 1 Feel free to stop me as we go along to ask questions. ___ during ___
- 2 There'll be time after I've finished for questions. ___ after ___
- 3 Please hold up your hand at any time if you have questions. ___ during ___
- 4 As we're short on time today, I'm afraid I won't be taking any questions. ___ not at all ___
- 5 There'll be the opportunity to ask questions at the end. ___ after ___

4 Delivering your message

A Talking point : What techniques can you use to get your message across? How can you make sure that the audience remembers your key messages? What are cue cards? What is the role of silence?

- | | | |
|-------------------------------|---|--------------------------|
| 1 What I mean is | B | |
| 2 What I'm arguing for is | B | |
| 3 Let me give you an example | C | a Introducing your point |
| 4 In other words | B | b Explaining |
| 5 Let's start with | A | c Giving examples |
| 6 I'd like to outline/examine | A | |
| 7 For example/instance | C | |
| 8 This means that | B | |

C Visual aids

1 What do you think the KISS principle stands for? Keep it simple, stupid. For more see

http://en.wikipedia.org/wiki/KISS_principle

2 How much time should you spend on a slide?

3 What is the recommended minimum size of letters in the slide? - 22

4 What kind of background should be avoided on slides?

5 Concluding

A Read these expressions. Number them in the order you think they might follow each other.

Suggested solution CEGDBAF (some others also possible)

B Underline any expressions in A that

- | | | |
|---|---|-----|
| 1 announce the end of the talk | B | |
| 2 recap the key messages and refer back to previous parts of the presentation | | CEG |
| 3 ask the audience to take action | D | |
| 4 thank the audience | F | |
| 5 invite questions | A | |

6 Handling questions

The LEVER model (Listen-Echo-Value-Empathize-Respond)

- 1 check the understanding of the question
- 2 show you value the question
- 3 show empathy and understanding
- 4 check the questioner is satisfied with your answer

Re-order these words to make expressions. Then add them to the four categories above.

- | | |
|--|---|
| a Have I understood you correctly? | 1 |
| b I can understand your concern. | 3 |
| c Let me be sure I've followed you correctly. | 1 |
| d Does that answer your query? | 4 |
| e I can see that would be a problem | 2 |
| f That's an important point – thanks for raising it. | 2 |