PRESENTATION RULES 2

STRUCTURE: What to think about before structuring your presentation:

- Differences between written documents and spoken presentation
  written documents are convincing by giving detailed evidence
  presentations are convincing by delivery (verbal and nonverbal)

- Presentations should state the main message early and then present evidence to support it
  Instead of describing everything that was done, select what information will be included

The Body

1. To make the structure of the body, use the tree (or hierarchy) idea rather than a chain
2. Identify two, three (or max five) statements that support your main message – these are main points
3. Next, identify two to five statements to support each main point – these are subpoints
4. Organize the main points and subpoints into a logical sequence
5. Use transitions between points and between subpoints (i.e. linking and signalling words), this way you reveal the structure to listeners

Example of transitions

One point is wrapped up, next point is announced by creating a need for it:

*„**So, this is** the microstructure we observe consistently in the absence of annealing. **But how does it change if we** anneal the sample at 450°C for an hour or more? **That's my next point.** Here is …"*

The Closing

Close your presentation in three steps: a review, a conclusion, a close.

1. **Review / summary**: review the main points of the body to help the audience to remember them and to prepare the audience for your conclusion.
2. **Conclusion**: develop your main message more fully (restate it in more detail and complement it with any interpretations of your findings).
3. **Close**: close the presentation by indicating to your audience that these are your last words. (What works well is to make the link back to your attention getter).

REVEAL THE STRUCTURE to the audience: with a **preview** (in the opening), **transitions** (throughout the presentation), and a **review** (in the closing)

SIGNALLING PHRASES

1. **Match the headings and the groups of phrases.**

1) Giving examples
2) Going to more detail
3) Showing a route, explaining that something will come later
4) Sequencing, enumerating
5) Reaching the end of a point
6) Summarizing
7) Starting a new point
8) Moving from the opening to the body

A.
Let me start by …
I'll start by…
First of all, I'll...
Starting with…
I'd like to begin with

E.
For example…
A good example of this is….
To illustrate this point …

B.
Right, I've told you about…
We've looked at …
That's all I have to say about…
So much for….

F.
I'll deal with this later, if I may, but for now
I'll come back to this question later in my talk
I won't comment on this now…
We'll be examining this question in more detail later on.

C.
Let me turn now to…
Let's move onto…
Turning to…
I'd like now to…
Let's look now at…

G.
Let's recap, shall we ?
I'd like to sum up now…
Let me summarise briefly what I've said.
Let me remind you, finally, of some of the points I've made.
If I can just sum up the main points…

D.
Where does that take us ?
Let's look at this in more detail.
Translated into real terms…
What does that mean for us ?

H.
Firstly… secondly…..thirdly…lastly
First…
after that…finally
To start with… later…. to finish up

2. **This is a written record of a presentation to visitors of Museum of Nature. Complete it with appropriate signalling phrases. Then listen and compare.**

Well, good afternoon, ladies and gentlemen. Let me introduce myself. My name's Colin Robertson. I'm a science consultant and I take care of the chemistry section at the Museum of Nature in London.

The topic of my talk today is photosynthesis. I've divided my presentation into three parts. _____, I'll define the term, _____I'll mention the equation for photosynthesis _____ we'll look in more detail at two stages of photosynthesis – the light reaction and the dark reaction. I'd be glad to answer any questions at the end of my talk.

_____ Photosynthesis is a process by which chlorophyll-containing organisms, green plants - algae, and some bacteria - capture energy in the form of light and convert it to chemical energy.

_____ the equation for photosynthesis.

A quite generalized, unbalanced chemical equation is

$$CO_2 + H_2A \xrightarrow[\text{energy}]{\text{light}} (CH_2) + H_2O$$

_____

The formula H_2A represents a compound that can be oxidized, that is, from which electrons can be removed. CO_2 is carbon dioxide, and CH_2 is a generalization for the hydrocarbon fragments incorporated by the growing organism. In the majority of photosynthetic organisms H_2A is water, in some photosynthetic bacteria, however, H_2A is hydrogen sulphide (H_2S).
_____. I'll come back to it later.

_____ Photosynthesis consists of two stages:
a series of light-dependent reactions and a series of temperature-dependent reactions.
The first step in the light reaction is the absorption of light by pigments of which chlorophyll is the most important. It captures light energy in the violet and red portions of the spectrum and transforms it into chemical energy stored in the ATP and $NADPH_2$.

_____

_____ In the dark reaction the energy stored in the ATP and $NADPH_2$ is used to reduce carbon dioxide to organic carbon to provide the basis for glucose. This is accomplished through a series of reactions known as the Calvin cycle.
The complete, balanced equation for photosynthesis in which water serves as the electron donor is

$$6\ CO_2 + 12\ H_2O \rightarrow C_6H_{12}O_6 + 6\ O_2 + 6\ H_2O$$

Well, _____ . Let me summarize briefly what I've said.

Closing – task: Follow this closing and identify all the parts.

A. Transition from the body
B. Review/Conclusion (concludes each point, implicitly recapping it)
C. Close (encourages feedback from the audience)

So that brings me to the conclusions. We have found a novel syndrome and we have been able to identify the genes causing this. And since SLC3A1 causes isolated cystinuria type 1, we can conclude that PREPL is responsible for the hypotonia and the growth retardation. We also have shown that PREPL is an active serine hydrolase, but unfortunately we have not been able to find the physiological substrate of REPL and hence we are not yet able at this stage to go back to the patient and try and explain why they have this syndrome as we observe it. And with that I am afraid I have to leave you with more questions than answers, but if you have any of the answers that I've been asking, please let me know.

Sources:
http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/114017685#headerAndCitation
handout by A.Rozkošná, English for Chemists, MU, 2012

10 Presentation Mistakes and How to Avoid Them

Listening: http://www.youtube.com/watch?v=LgLNCn9gY54

To design your presentation, write down your ideas for each component below.

Attention getter	A way to lead the audience to the need efficiently
Need	A difference between actual and desired situations
Task	What I decided/was asked to do to address the need
Main message	The one sentence I want my audience to remember
Preview/Outline **Point 1** ***transition*n** **Point 2** ***transition*** **.** **.** **.**	A map of the body (ideally three points, max. five) 1 2 3 4 5
Review/Summary	A recap of the body, leading into the conclusion
Conclusion	What the above means to the audience in the end
Close	A way to end the presentation clearly and elegantly

Homework

Signalling / signposting

A. Choose one of the signalling expressions from the box for the following situations:

to move on	to go back	to summarize	to expand on	to recap
to digress	to conclude	to elaborate on	to turn to	

When you want to make your next point To……..

When you want to change direction To……..

-//- refer to an earlier point To……..

-//- repeat the main points To……..

-//- give a wider perspective To……..

-//- do a deeper analysis To……..

-//- give the basics To……..

-//- depart from your plan To……..

-//- finish your talk To……..

B. Complete the following signpost phrases.

Example
Moving on / question / side effects…
Moving on to the question of side effects…

1. I'd like / recap / the main points.

2. Let's go back / question / clinical research methods.

3. Let's digress / a moment / consider / alternatives.

4. Let's turn now / out targets / the next five years.

5. To go back / the main reason / our collaboration / the Germans,

6. I'd like / expand / that / little, before we move on.

7. Let's go back / a moment / what we were discussing earlier.

8. To elaborate / that / little / those / are not familiar / the method,

9. I'd like / conclude / repeating what I said / the beginning / this presentation.

Note
The simplest way to signpost the end of one stage of your presentation and the beginning of the next is to say: **OK. So,…**

source: Powel, M.: Presenting in English, Thomson, Heinle, 2002