МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Національний технічний університет «Дніпровська політехніка»

Методичні рекомендації з підготовки та проведення презентацій

для здобувачів ступеню магістр усіх напрямів підготовки

Дніпро – 2020

Методичні рекомендації до проектної роботи з іноземної (англійської) мови для професійної діяльності (для здобувачів ступені магістр усіх напрямів підготовки)

Затверджено на засіданні кафедри іноземних мов
(Протокол №1 від 08 січня 2020 року)

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Practical Classes
Preface

Making a presentation can be difficult and demanding. It needs certain skills. The material included will help you develop and improve your skills in giving presentations and meaningful short talks on the aspects of your studies and research, and the aspects related to your future jobs. It will also help you develop confidence in speaking and improve speaking fluency.

You will be shown how to
- organise your points so that your audience will find it easy to follow your argumentation
- deliver your presentation in an interesting and engaging way
- keep your audience listening
- answer your audience's questions

You will be taken through the key stages of making presentations and provided with models of good presentations, key words and phrases for

- introducing yourself and your talk
- sequencing/ordering
- giving reasons/causes
- contrasting, comparing, contradicting
- summarising and concluding
- highlighting, giving examples
- generalising
- finishing off

Introductions

1. Which of the items on the checklist below would you include in the introduction to an internal presentation to colleagues?

Checklist
- your name and position
- the title/subject of your presentation
- the purpose of your presentation
- the length of time you will take
- the main parts or points you will cover
- any visual aids you will use
- when the audience may ask questions

- a reference to the audience: a human touch

2. How would you introduce yourself at the beginning of a presentation? Which of these would you include?

- First name
- Surname
- Position/job title
- Department
- Job responsibilities

3. Use introducing yourself phrases and produce a fluent introduction of yourself.

Good morning. My name's … .
Ladies and gentlemen. It's an honour to have the opportunity to address such a distinguished audience.
Let me start by saying just a few words about my own background.

4. Use the following to introduce other people.

Good morning, ladies and gentlemen. It's my privilege today to introduce…who is going to be talking to us about…
Let me introduce my colleague to you.

5. Choose from the following to introduce the subject of your presentation.

I'd like to   talk (to you) today about …
I'm going to   present the recent …
*   explain our position on…*
*   brief you on…*
*   inform you about…*
*   describe…*

The subject of my talk
*   focus   presentation*
*   topic   paper (academic)*
*   speech (usually to public audience)*

6. When giving a presentation it is essential to have a clear idea of what you want to achieve.

E.g. Do you want to inform your audience about essential facts, or to persuade them to accept your proposal? This main purpose or aim needs to be briefly stated in the opening part of a presentation.

Use the following expressions for stating the purpose/objective:

We are here today to   learn about
*   decide…*
*   agree…*

The purpose of this talk is to   update you on…
*   put you in the picture about…*
*   give you the background to…*

This talk is designed to   act as a springboard for discussion.
*   start the ball rolling.*

You can state the purpose right at the beginning or by building up gradually, leaving your statement of purpose until the latter part of the introduction. Both ways can be equally effective.

7. State the purpose of your own presentation using one of the following:

In my presentation today I'm going to explain the technical problems involved in…
This morning I'd like to review progress on…
In my presentation I'll be proposing two new techniques which we need to incorporate in…
In my presentation today I'd like to summarize the main findings of the study.

8. Create more impact by changing the normal word order. Begin your statement of purpose with the word "*what*".

What I'm going to explain this afternoon are the technical problems involved in…
What I'd like to do this morning is present the results of our study.
What I'll be proposing in my presentation are two new techniques which we need to incorporate in…

9. Inform the audience about the length of your presentation. Choose one from the following:

I shall only take … minutes of your time.
I plan to be brief.
This should only last … minutes.

10. Many successful introductions include information about the main points to be developed during the presentation, and the order in which the presenter will develop these. This is called **signposting**. Your introduction should contain some kind of signposting for the audience. Signposting your presentation will help you

define the limits of your presentation, and focus the audience on the aspects of the topic you want to talk about.

Tell them what you will be talking about, and in which order you will develop your points. Use expressions for signposting your presentation, outlining its development and organizing the information.

I'll be developing three main points. First, I'll give you…Second,…Lastly,…
I've divided my presentation into four parts/sections. They are…
The subject can be looked at under the following headings: …
We can break this area down into the following fields:…

11. Invite questions while introducing your talk.

I'd be glad to answer any questions at the end of my talk.
If you have any questions, please feel free to interrupt.
Please interrupt me if there's something which needs clarifying. Otherwise, there'll be time for discussion at the end.

12. In order to create interest, involve your audience. When giving a presentation it is very important to engage the attention of the audience right at the beginning of the presentation. One way to do this is to make your introduction as interesting and lively as possible.

- Illustrate the points of your presentations with examples or stories from life.
- Ask the audience questions to involve them in the presentation. This is particularly appropriate for informal presentations when you have a small audience.
- With larger audience use rhetoric questions – questions which encourage the audience to think, but which you answer yourself.
- Use words like *you, your, us, our* to make your audience feel involved in your presentation.

Remember that the presenter of even a highly technical information can start with some unusual statistics to engage his audience's attention.

Some examples of reference to the audience are:

I can see many of you are…
I know you've all travelled a long way.
You all look as though you've heard this before.

Ways of Organizing a Presentation

1. There are different ways of organizing information and ideas. Study key words and phrases for linking the parts of the presentation, sequencing and ordering.

Firstly/First of all…
Secondly/Then/Next…
Thirdly/And then we come to…
Finally/Lastly/Last of all…
Let's start with…
Let's move/go on to…
Now we come to…
That brings us to…
Let's leave that…
Let's get back to…

2. Complete the table with the proper words and phrases for linking the points of a presentation.

in the same way *generally* *to conclude* *in brief* *as a result* *for instance* *especially* *however* *actually*	Comparing *similarly*	Contrasting *But*
	Contradicting *in fact*	Concluding *in conclusion*
	Summarizing *to sum up* in short	Generalizing *usually* as a rule
Giving reasons/causes *therefore* *so* *that's why*	Giving examples *for example* *such as*	Highlighting *in particular*

The Right Kind of Language

1. Look at the differences between written and spoken language. Then read the extracts from the presentations, *a-d* below, and decide which are written language and which are spoken language. Find examples in each extract to support your answers.

Written language	Spoken language
long sentences	shorter sentences
complex vocabulary	simpler vocabulary
complex arguments	simpler arguments
impersonal style	personal style

a)   You can see here, 35% of the group of managers classified as participative reached senior management positions. On the other hand, 74% of the more individualistic managers achieved senior management status.

b)   An individualistic style appears to be closely associated with rapid career path progression, whereas a group or participative style, despite its evident attractiveness to all members of staff, is correlated with a relatively slow career progression.

c)   Although lip service is paid to the concept of participative management, their real perceptions of leadership qualities completely contradict this view. It can be further seen that…

d)   So, we find there is a massive contradiction. Good managers are supposed to be participative – to make sure they consult and discuss. Good leaders are supposed to be strong individuals – able to make decisions of their own.

2. Mind the difference between personal and impersonal styles.

Tense	Personal style	Impersonal style
	Active	Passive
Present Simple	I think.	It is thought.
Present Continuous	We are discussing.	It is being discussed.
Present Perfect	The boss has said.	It has been said.
Past Simple	He called a meeting.	A meeting was called.
Future	I will refer to this later.	This will be referred to later.

Personal pronouns
Active verbs use more personal pronouns:
I think…
We are working on…
We will launch the product in June.

Reference to the audience:
As I'm sure you know…
We have all experienced…
You may remember…
As I'm sure we'd all agree…

3. Change the text into more natural spoken English. Start like this:
I'd like to talk today about…

Introduction
The subject of this paper is a cost benefit analysis of introducing job sharing. The aim is to provide the necessary information for a decision to be made within the next two months. The subject will be looked at under the following headings: financial implications, working practices, and social effects.

<u>Financial implications</u>
A detailed study of personnel and associated costs has been carried out. From a payroll point of view, 10% of staff choosing to job share will mean no actual increase in direct salary costs. However, there will be additional costs incurred in the administration of salaries.

4. Choose a text from your own sources and change it into more natural spoken language. Practise presenting the information.

Summaries, conclusions and closing courtesies

1. Choose one from the following to signal the end of your presentation.

That brings me to the end of my presentation.
That completes my presentation.
Before I stop/finish, let me just say…
That covers all I wanted to say today.

2. Without a good conclusion a presentation is not complete. One way to end a presentation is to summarize briefly your main arguments and draw conclusions for the audience.
Start summarizing with the following words and phrases:

Let me just run over the key points again.
I'll briefly summarize the main issues.
To sum up…
Briefly…

3. Building up a conclusion use the following concluding phrases:

As you can see, there are some very good reasons…
In conclusion…
I'd like to leave you with the following thought/idea.

4. A persuasive presentation will often include recommendations and/or call for action from the audience. Use the following when recommending:

So, I would suggest that we…
I'd like to propose…(more formal)
In my opinion, the only way forward is…

5. Notice how recommendation and call for action vocabulary is used.

My suggestion
Our proposal   would be/is to set up a project group.

The recommendation
    We recommend
    I'd like to suggest   *setting up a project group.*
    I propose
We suggest
I recommend   *you set up a project group.*
We propose

6. Remember that *thank you* words are the obligatory part of the closing formalities.

Thank you for your attention.
Thank you for listening.
I hope you will have gained an insight into…

7. Don't forget to invite questions at the end of your talk.

I'd be glad to try and answer any questions.
So, let's throw it open to questions.
Any questions?

8. Look through the conclusion to the presentation. Notice how the presenter builds up the conclusion. Reviewing the main findings of the study and giving conclusions, he/she brings the presentation to an end.

At this stage I'd like to summarise the main findings of the study. First, the manufacturing data centres. Given the rapid growth in business in our plants, there is and will be a major need for new computer applications. So our recommendation is to leave them as they are.
However, with the administrative data centres we have a very different situation. Their organisation is not cost-effective, and is creating problems of duplication. We therefore recommend a thorough reorganisation.
We've looked at three options. First, to set up three regional data centres, but this represents only a partial solution to the problem of duplication and, as we've seen, is really not viable.
The second option, to expand one of the existing regional data centres in Bristol, Barcelona or Frankfurt, would achieve an efficient use of our resources, but there are physical problems such as lack of space, and the time factor.
So, the option which we strongly recommend for more detailed consideration, is to subcontract all administrative computing to an outside supplier of computer services. I've detailed cost breakdowns for the three options, which I'll be passing now. And, of course, I'll be pleased to answer any questions.
Thank you all for your attention.

9. Divide the ending of the above given presentation into the following stages.

- summary introduction
- review of the situation for manufacturing data centres
- recommendation
- review of the situation for administrative data centres
- options review
- final recommendations
- audience reference to documentation
- asking questions
- thanking the audience

Read sentences and phrases the presenter uses for building up the conclusion.

Handling questions

1. Follow the rules of handling difficult questions after a presentation.

1. Welcome the question.
2. Listen carefully to the question – don't interrupt.
3. Take time to think before you answer.
4. Check you have understood the question – rephrase or clarify if necessary.
5. Reply positively – be brief and clear.
6. Accept criticism positively.
7. After your answer, check that the questioner is satisfied.

2. Use the following to ask and answer questions politely.

Questions
Do you mind if I ask you
Would you mind telling me   *if/whether...*
Could/can you tell me   *what/where/etc...*
I'm interested to know...
I'd like to know...   *about...*

Answers
Go ahead/Please do/Certainly.
That's a good question.
That's interesting.

3. Study the examples of statement questions and answers.

Questions
All the space was booked for an October launch...? (question intonation)

It worries me that we don't have any replacements in the pipeline. Doesn't it worry you too?

<u>Answers</u>
A positive statement question is looking for the answer "*yes*":
It's going to be late, isn't it? I'm afraid so.
You've got problems with the assembly? Yes, a few.
The suppliers have done their job. Is that right? Yes, as far as I know.

A negative statement question is looking for the answer "*no*":
We haven't won the contract, have we? No, it doesn't look like it.
I wasn't a success? Not much of one.
We aren't going to make it on time, are we? I'm afraid not.

If the answer contradicts the statement, the word *actually* is often used:
The plant's going to close, isn't it? Well, actually, I've just heard the company is employing more staff.

   4. Practise clarifying questions.

If I understand you correctly, you are saying/asking…
I didn't quite catch that.
Could you go over that again?
I'm not sure what you're getting at.

   5. Use the following to avoid giving an answer.

Perhaps we could deal with that later.
Can we talk about that on another occasion?
I'm afraid that's not my field.
I don't have the figures with me.
I'm sure Mr. … could answer that question.
That's interesting, but I'd prefer not to answer that today.

   6. Do not forget to check the questioner is satisfied.

Does that answer your question?
Is that clear?
May we go on?

Presentation of data

Visual aids help to make presentations effective. It is important that data can be presented in a clear manner that is easy to interpret and analyse, and for the listeners to understand.

Prior to the presentation of any type of data, certain questions need to be addressed in order to ensure the most appropriate method of presentation is used. The important questions are:
- What is the information? (The amount of information and its complexity will affect the method selected).
- Who is the information for? (The age and technical expertise of the recipient will affect the method selected).

Methods of data presentation

Comparing of incline angle for trough and pipe conveyors

Tabulations are an effective and simple method of presenting data especially where there is a large number of variables to be shown.

Material	Pipe conveyor	Trough belt conveyor
Dry sand	24^0	13^0
Slag	25^0	15^0
Wet and granulated slag	30^0	20^0
Ores	25^0	15^0
Coals (lumps)	27^0	18^0
Line, gypsum	25^0	15^0

A table can be used to present sales of a particular product, or range of products, over a stated period of time.

columns

Year	Sales of mobile phones
2003	120.03
2002	116.32
2001	114.17
2000	112.04

rows

A pie chart represents the total of all the results and can be used to show the value of each portion. To display the value of each slice of the pie accurately, it is necessary to calculate the proportion of the whole "pie" represented by the individual sector or slice. Most computer software packages calculate automatically when drawing the *pie chart* from spreadsheets.

segments

6 %   30 %

40 %   24 %
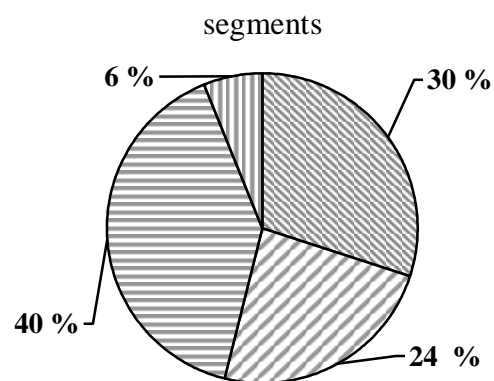
Fig. 1. The percentage of customers buying different types of goods

The most common and the most flexible to use method of presentation is *bar charts*. There are different styles of bar charts, vertical and horizontal. For ease of interpretation, the better bar charts are drawn with gaps between the bars.

Computers
TVs
CDs
Books
Clothes
Others

0   5   10   15   20

Frequency
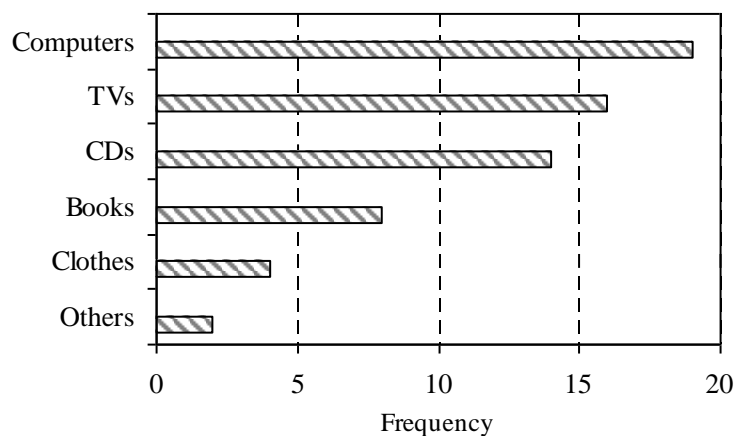
Fig.2 Products bought online

Bar charts can be used to display simple data as well as for making comparisons.
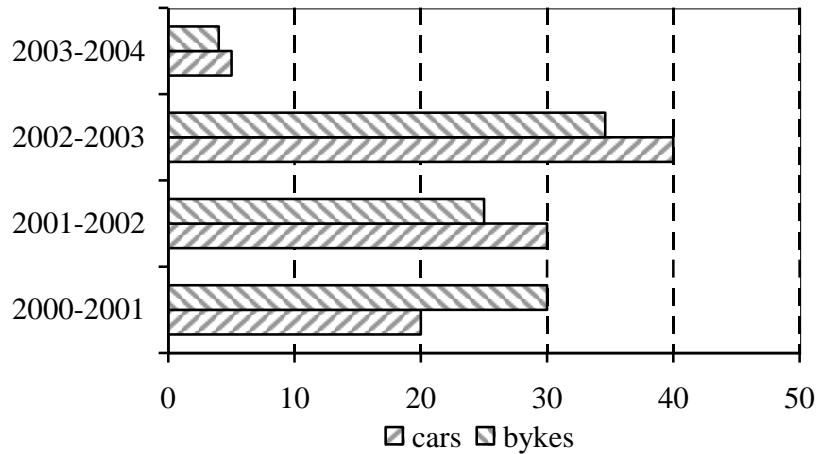
Fig.3. Comparative sales of cars and bykes

The major difference between a *histogram* and a bar chart is the use of the horizontal axis. For a bar chart, the axis is used only to highlight the date or the commodity that is being measured. However, for a histogram the axis is used for a separate measurement from that on the vertical axis. (The axes are interchangeable.)

The histogram allows for presentation of data that covers a range rather than individual numbers.
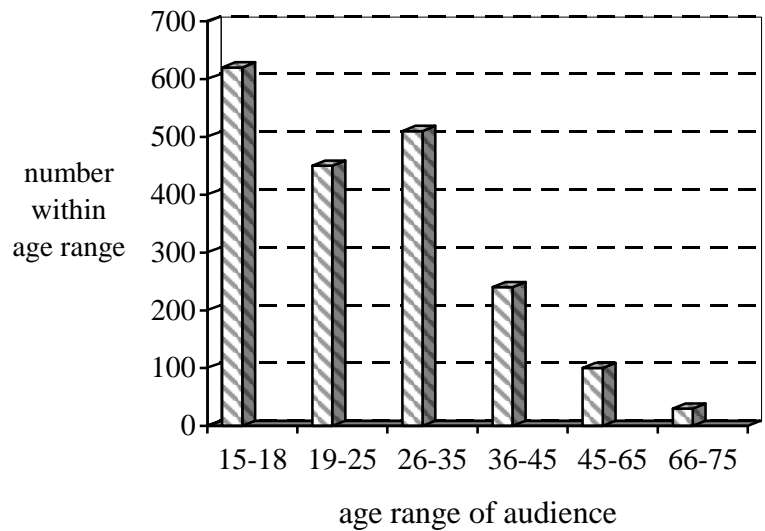
Fig.4.

Line graphs enable two variables to be shown, for example, a demand curve, which shows a relationship between price and the level of demand.

We can represent the rate of inflation by using line graphs.
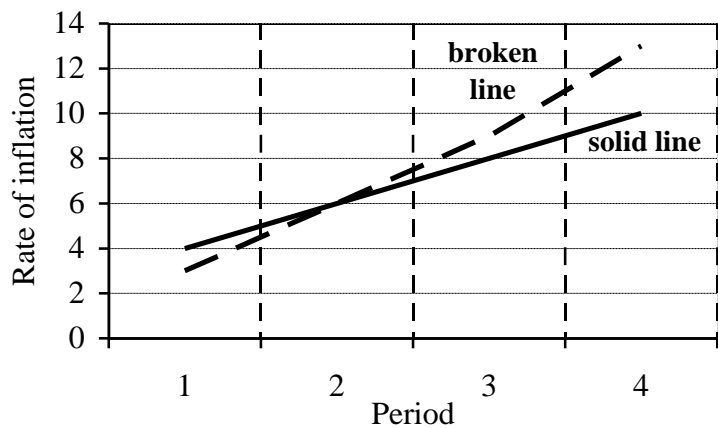
Fig. 5. Line graphs representing the rate of inflation

A flow chart or a *flow diagram* is a drawing that represents a complicated process by using a series of lines to show different ways in which the process can happen and different choices you can make.
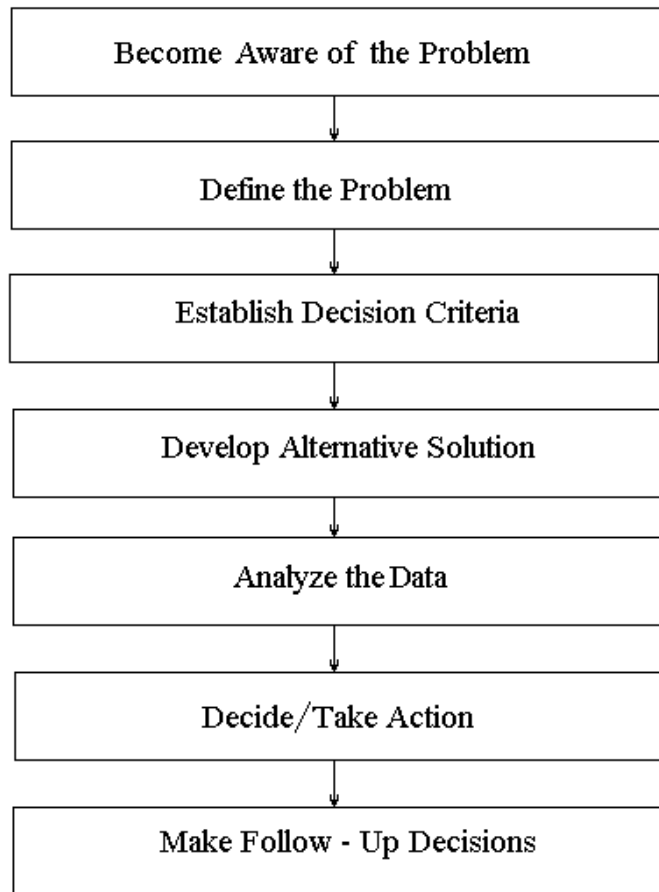
Fig. 6. The decision-making process as the sequence of steps used to make a decision, that is, to select a particular course of actions.

An organigram is a drawing or plan that gives the names or job titles of all the staff in an organization or department, showing how they are connected to each other.
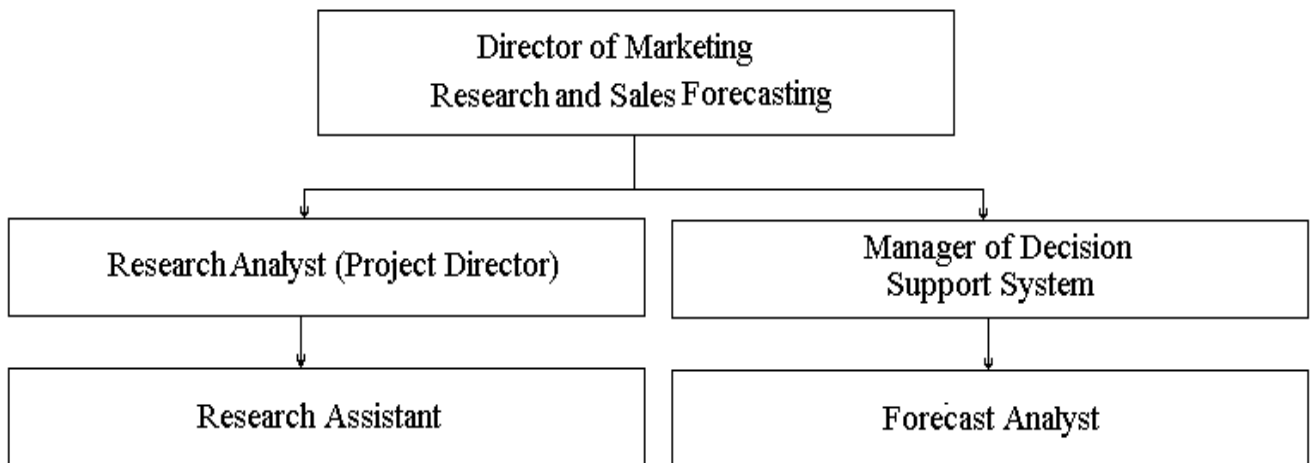
Fig. 7.

In *pictograms* the data are presented using pictures. Pictograms are frequently used in an attempt to catch the attention of the reader, who is often not an expert of the subject of interpreting data.

Due to the nature of the presentation, accuracy is not the most important consideration; providing an approximation is sufficient.
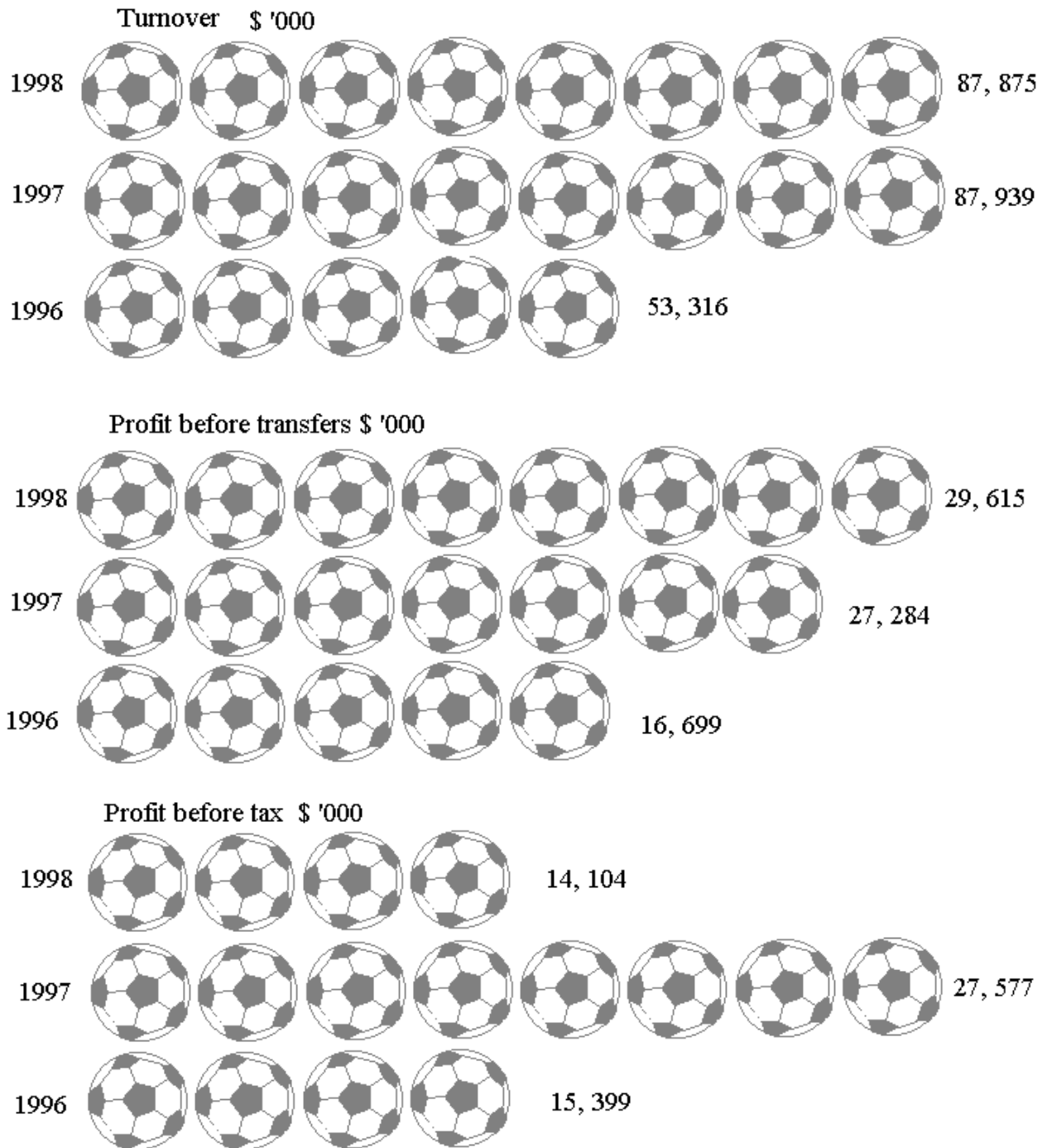
Fig. 8. Pictogram of Manchester United financial data

Note that care must always be taken when looking at any form of presentation for the data not to be distorted by the method of presentation.

Describing trends

1. Look at the language we use when talking about trends.
Describing change

To indicate upward movement: (↗)   *to increase/rise/go up*
                                                to grow/expand
                                                to rocket/boom

E.g., Our sales rose last year.
    We increased sales.
    We expanded our workforce.
    We raised our prices.

To indicate downward movement: (↘)   *to decrease/fall/drop/decline/go down*
                                            to contract
                                            to slump/collapse

E.g., Profits have fallen recently.
    We have decreased our costs.
    We will drop our prices.
    We reduced his salary.
    We had to cut 200 jobs.

To indicate an end to movement: *to flatten out/level off*
E.g., Sales have flattened out.

To indicate stability: *to remain constant/stable*
                              to stay the same/at the same level
E.g., Sales have remained constant.

To indicate degree of change:
                    dramatically/considerably/significantly/moderately/slightly
E.g., Sales have fallen considerably.
    Profits rose slightly.

To indicate speed of change: *rapidly/quickly/suddenly/gradually/steadily/slowly*
E.g., Absenteeism had dropped slowly.
    Sales went up rapidly.

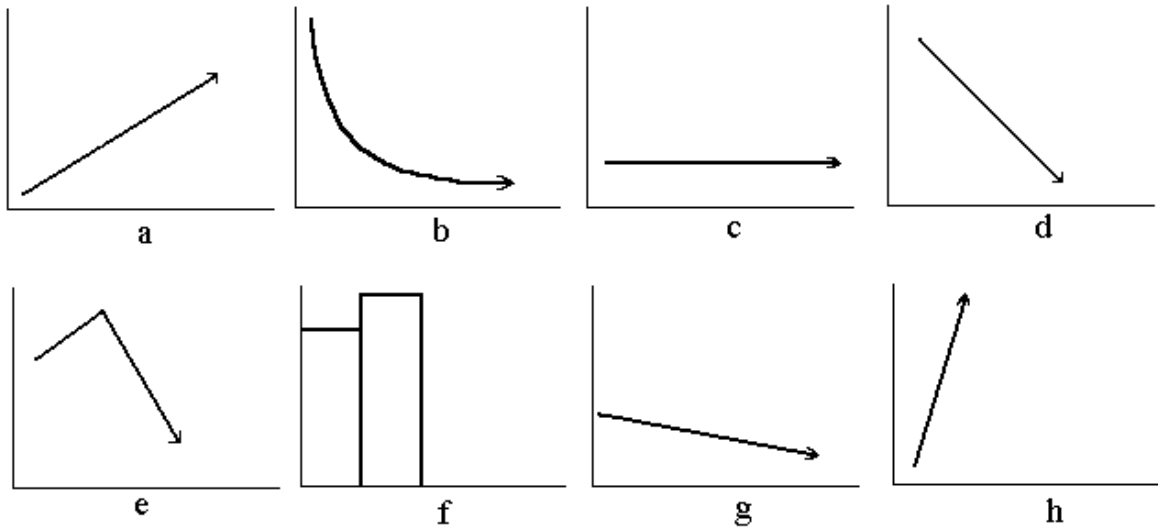2. Find the proper sentences from the above given examples for the following graphs.

Fig. 9. Describing trends graphs

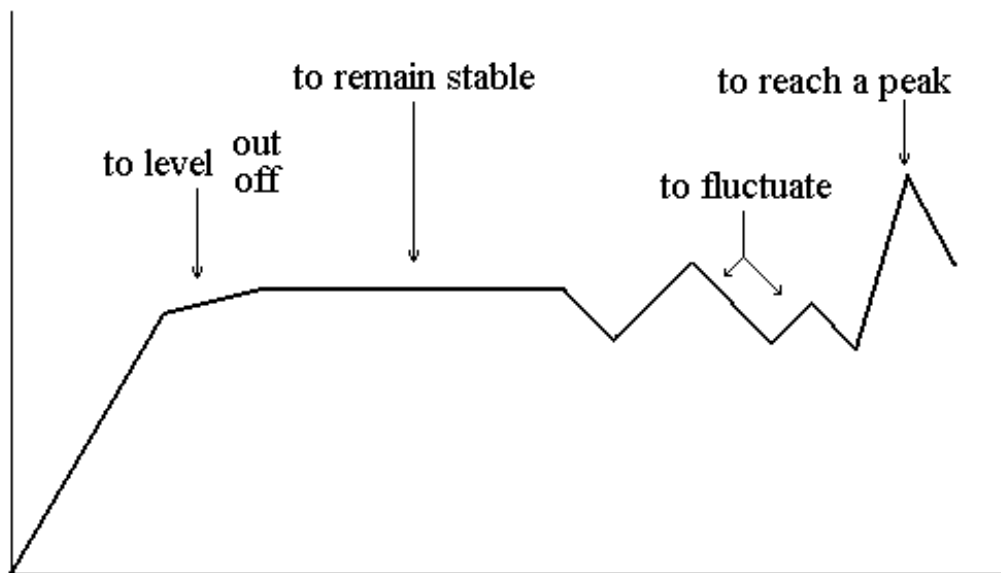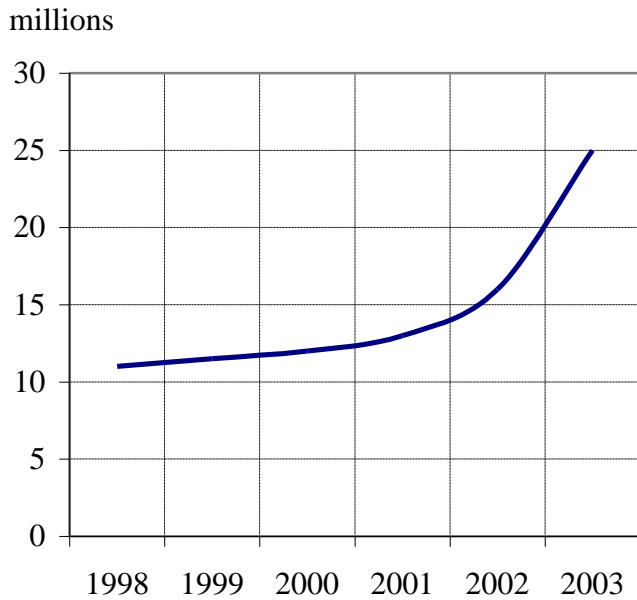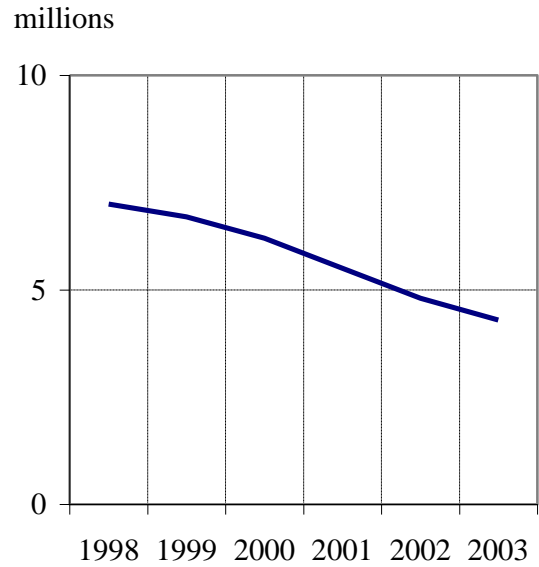3. Study the graph that indicates stability and fluctuation. Describe it.

Fig. 10.

4. Complete the sentences describing the following graphs in which the rate of change is indicated.

1. Sales rose.../.../...
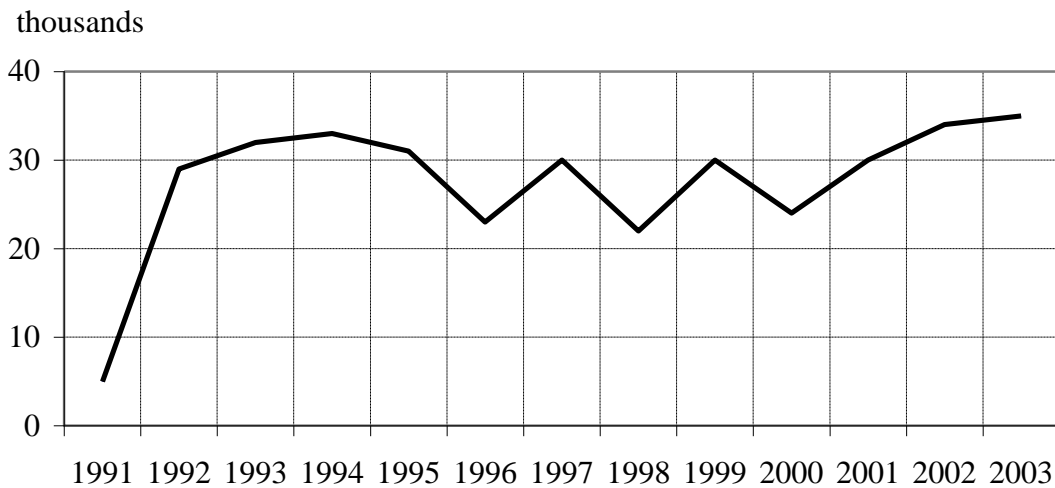*2. There was a .../... fall in population.*

millions

Fig. 11.

millions

Fig. 12.

5. Describe the following graph that shows sales of bicycles. Use the language introduced.

thousands

Fig. 13. Sales of bicycles

6. Match the following expressions with the appropriate curve.

a) a dramatic rise
b) a barely noticeable decline
c) a sudden drop

d) steady growth
e) a fluctuating performance
f) a stable situation
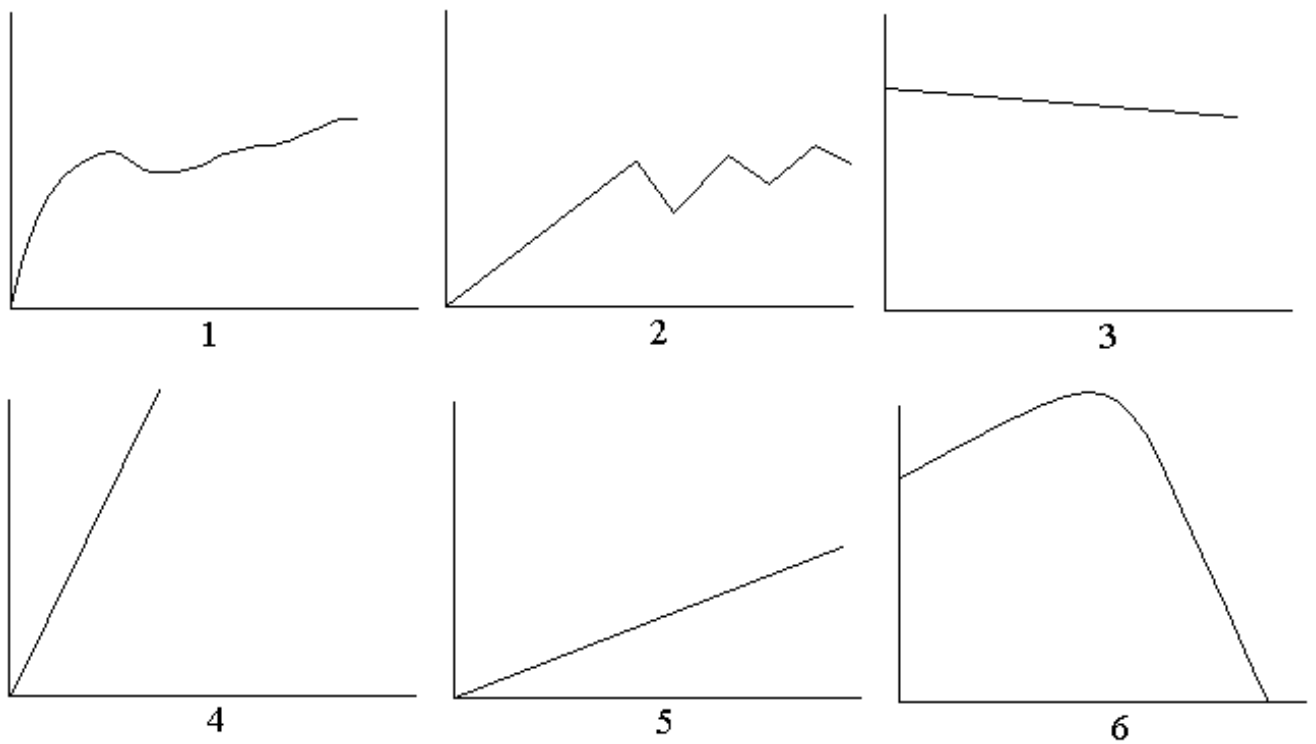
Fig. 14. Describing trends graphs

7. Describe the following graph using these words: *after that, subsequently, afterwards.*
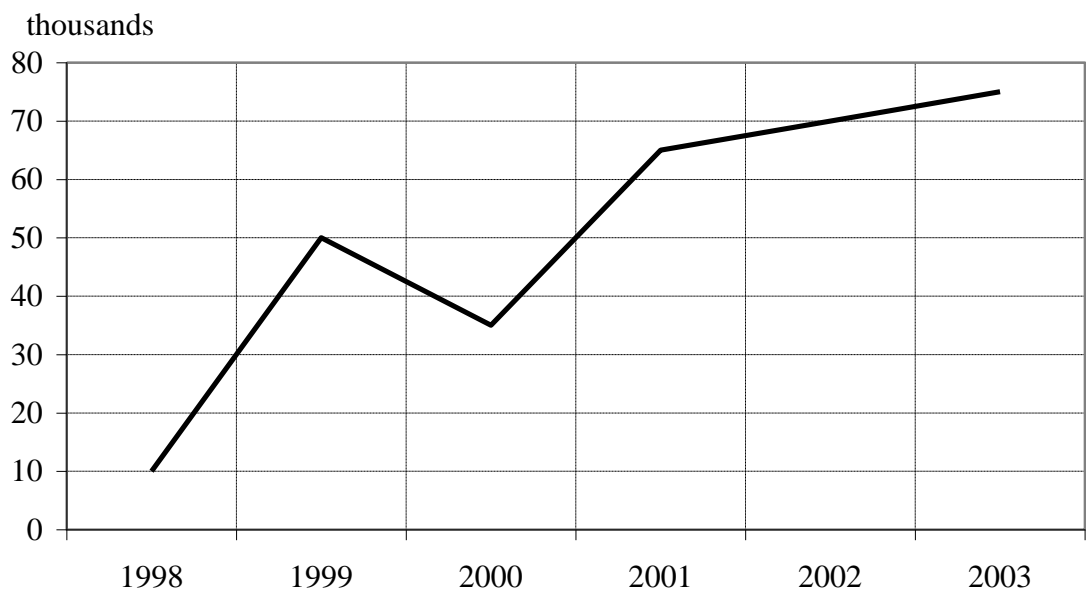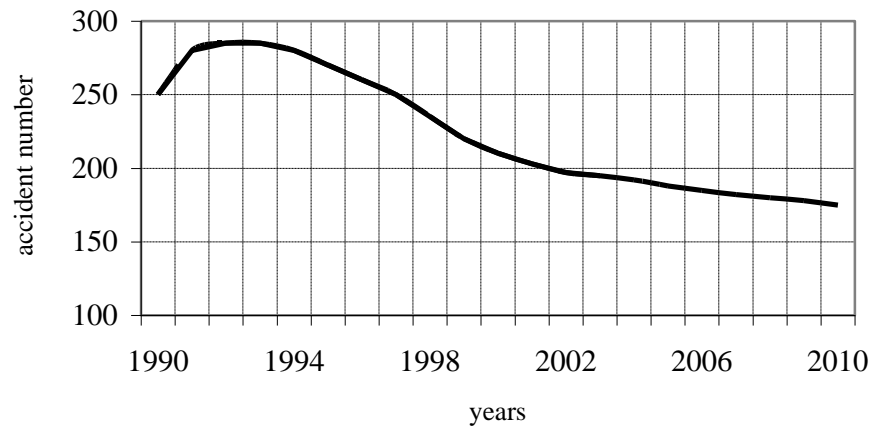

Fig. 13. Sales of pocket calculators

8. Analyse the data showing accident number change by years.

Fig. 14. Accident number change by years

Розробник
Кострицька Світлана Іванівна

Методичні рекомендації з підготовки та проведення

презентацій для здобувачів ступеню магістр

усіх напрямів підготовки