

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний технічний університет «Дніпровська політехніка»

Методичні рекомендації
з підготовки та проведення презентацій
для здобувачів ступеня магістр усіх напрямів підготовки

Дніпро – 2020

Методичні рекомендації з підготовки та проведення презентацій з іноземної (англійської) мови для професійної діяльності (для здобувачів ступеня магістр усіх напрямів підготовки)

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

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Presenting in English

“If you don’t know what you want to achieve in your presentation, your audience never will.”

- Harvey Diamond

Master students are required and encouraged to present the results of research in the study groups or at conferences. Conferences are an ideal forum for communicating research, either a completed study, a work in progress, or a part of the overall project. Academic audiences expect presentations to be given in a professional way. 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 polish your presentation skills, 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

Introducing presentations

Some tips for creating engaging introduction are:

- tell your audience who you are (your name and position)
- share what you are presenting (introduce the subject of your presentation)
- let them know why it is relevant
- make an interesting statement
- ask for audience participation

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

*Good morning/afternoon everyone and welcome to my presentation. My name's ...
First of all, let me thank you all for coming here today.
Let me start by saying just a few words about my own background.*

3. 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.*

4. 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

<i>focus</i>	<i>presentation</i>
<i>topic</i>	<i>paper (academic)</i>
	<i>speech (usually to public audience)</i>

5. 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.*

6. 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.*

Task 1. All the phrases in italics below are appropriate when giving a formal talk on your research. Read extracts 1-8. Match each pair of phrases (1-8) to their correct function (a-f) below. Note that one of the functions may be expressed with three different pairs of phrases.

1. *Good afternoon, everybody. / Welcome, ladies and gentlemen.*
2. *To start, thank you / I'd like to start by thanking you* all for coming to my talk today.
3. *I'm Dan Levin and at present / My name's Dan Levin and I'm* in an MPhil course.
4. *I'm going to talk today / My talk today is* about my recent research investigating ...
5. *I'll begin by explaining / To start with, I'll explain* briefly how ...
6. *After that, I'll / I'll go on to* describe the alternative method I have been investigating ...
7. *Finally, I will discuss / I'll conclude by discussing* why this method could be useful as a way ...
8. *I plan to talk for about 10 minutes, leaving plenty of time for / I will talk for about 10 minutes and then I'll answer any questions* at the end of my talk.

- a) give instructions for asking questions
- b) greet the audience
- c) introduce the topic of the presentation
- d) introduce yourself
- e) outline the structure of the presentation
- f) thank the audience for coming

Effective openings

Communications experts are all agreed that the first three minutes of a presentation are the most important. They talk about 'hooks' - simple techniques for getting the immediate attention of the audience. A good start makes you feel more confident.

Here's how the experts suggest you 'hook' your audience:

- Give them a problem to think about.
- Give them some amazing facts.
- Give them a story or personal anecdote.

Task 2. Look at the presentation openings and divide them under three headings: **PROBLEMS**, **AMAZING FACTS**, **STORIES**. What do you think each presentation was about?

1. **Suppose** your advertising budget was cut by 99% tomorrow. **How would you** go about promoting your product?
2. **According to the latest study**, by 2050 only one in every four people in Western Europe will be going to work. And two will be old age pensioners.
3. **You know**, R&D is 90% luck. **When I think about** creativity, **I'm reminded** of the man who invented the microwave oven. He spent years messing around with radar transmitters, then noticed the chocolate in his pocket was starting to melt!
4. **Statistics show that** in the last ten years more people have legally emigrated to the United States than to the rest of the world put together - about half a million of them a year, **in fact. Now**, over ten years, **that's roughly equivalent to** the population of Greece.
5. Have you ever wondered why it is that Americans are easier to sell to than Europeans? And why nine out of ten sales gurus are American? **You have? Well, if I could show you** what stops Europeans buying, **would you be interested?**
6. **I read somewhere the other day that** the world's highest paid executive works for Disney and gets \$230 million a year. **Now that's about** \$2000 a minute! **That means** he's currently making more money than Volkswagen.
7. **How many people here this morning** hate going to meetings? Just about everybody, **right?** Well, imagine a company where there were never any meetings and everything ran smoothly. **Do you think that's possible?**

Task 3. Use the frames below to help you prepare effective openings, using the problem, amazing facts, or story technique. Whatever technique you choose, prepare your opening carefully. You should always know exactly how you are going to start.

PROBLEM TECHNIQUE

1. Suppose

 How would you ?
2. Have you ever wondered why it is that
 ? You have ?
 Well, if I could show you
 would you be interested?
3. How many people here this morning / afternoon / evening
 ?
 Well, imagine
 Do you think that's possible?

AMAZING FACTS TECHNIQUE

1. Did you know that ?
2. According to the latest study,
3. Statistics show that

4. I read somewhere the other day that

STORY / ANECDOTE TECHNIQUE

- 1. You know,
 When I think about
 I'm remembered of
- 2. Have you ever been in the situation where ?
 I remember when

Stating the purpose of the presentation

It is essential to state the purpose of your presentation near the beginning. To do this clearly and effectively you need a few simple presentation verbs, such as *take a look at, report on, give an overview of* etc.

Task 4. Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given. Combining the sentences with the number 1 will give you a complete introduction. Then do the same with those numbered 2 etc.

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 the videophone project.
- 2. you about the collapse of the housing market in the early 90s.
- 3. you how to deal with late payers.
- 4. a look at the recent boom in virtual reality software companies.
- 5. on the results of the market study we carried out in Austria.

. . . so, I'll begin by:

making outlining bringing giving filling

- 1. you in on the background to the project.
- 2. a few observations about the events leading up to that collapse.
- 3. company policy on bad debt.
- 4. you an overview of the history of VR.
- 5. you up-to-date on the latest findings of the study.

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

put discuss make highlight talk

- 1. what I see as the main advantages of the new system.
- 2. the situation into some kind of perspective.
- 3. you through our basic debt management procedure.
- 4. detailed recommendations regarding our own R&D.
- 5. in more depth the implications of the data in the files.

Highlight all the verb phrases above, eg. *talking to you about, making a few observations about*. Notice it is not the verb alone, but the whole phrase you need to learn.

Task 5. Prepare to introduce and state the purpose of a presentation of your own by completing the notes below. Then present your introduction.

Perhaps we should begin. _____ or _____ OK, let's get started.
Good morning / afternoon / evening, everyone.

Thanks for coming. I'm And, as you know, I

This morning I'm going to be

- talking to you about
- telling you
- showing you
- reporting on
- taking a look at

So, I'll start off by

- filling you in on the background to
- bringing you up-to-date on
- giving you an overview
- making a few observations about
- outlining

And then I'll go on to

- put the situation into some kind of perspective
- discuss in more depth the implications of
- talk you through
- make detailed recommendations regarding

.....
.....

Task 6. When you give a presentation in English, clarity is very important. It often helps if you state your purpose at each stage of your talk as well as the beginning. Cross out the verbs which do not fit in the following presentation extracts. The first one has been done for you as an example.

1. First of all, I'd like to ~~preview~~ / ~~overview~~ / **outline** the main points of my talk.
2. Perhaps I should start off by **pointing** / **stressing** / **reminding** that this is just a preliminary report. Nothing has been finalized as yet.
3. But later on I will, in fact, be **putting forward** / **putting out** / **putting over** several detailed proposals.
4. One thing I'll be **dealing with** / **referring** / **regarding** is the issue of a minimum wage.
5. And I'll also be **asking** / **raising** / **putting** the question of privatization.
6. So, what we're really **driving at** / **aiming at** / **looking at** are likely developments in the structure of the company over the next five to ten years.
7. If we could just **draw** / **focus** / **attract** our attention on the short-term objectives to begin with.
8. The eighteen-month plan, which by now you should've all had time to look at, **outlines** / **reviews** / **sets out** in detail our main recommendations.
9. Basically, what we're **suggesting** / **asking** / **reviewing** is a complete reorganization of staff and plant.
10. I'd now like to **turn** / **draw** / **focus** my attention to some of the difficulties we're likely to face.
11. I'm sure there's no need to **draw out** / **spell out** / **think out** what the main problem is doing to be.
12. But we do need to seriously **ask** / **answer** / **address** the question of how we are going to overcome it.
13. The basic message I'm trying to **get through** / **get across** / **get to** here is simple. We can't rely on government support for much longer.
14. Disappointing end-of-year figures **underline** / **undermine** / **underestimate** the seriousness of the situation.
15. And the main conclusion we've **thought** / **got to** / **come to** is that massive corporate restructuring will be necessary before any privatization can go through.

Signposting

Many successful introductions include information about the main points to be developed during the presentation, and the order in which the presenter will develop those. 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.

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:...

Task 7. When you move on to your next point or change direction, tell the audience. You can do this easily and effectively, using simple phrases as 'signposts' to guide the audience through your presentation:

to move on, to expand on, to digress, to go back, to recap, to conclude, to summarise, to turn to to elaborate etc.

Choose one of the 'signpost' expressions from the list above for the following situations:

1. When you want to make your next point.
2. When you want to change direction.
3. When you want to refer to an earlier point.
4. When you want to repeat the main points.
5. When you want to give a wider perspective.
6. When you want to do a deeper analysis.
7. When you just want to give the basics.
8. When you want to depart from your plan.

Task 8. Once you know the nine basic signposts, you can build them into the points you make to give direction and coherence to your presentation. Complete the following signpost phrases and sentences using the notes to help you. Say them first. Then write them down. The first one has been done for you as an example.

1. Moving on / question / the US market,
Moving on to the question of the US market,
2. Expand / the figures / last year,
3. I'd like / recap / the main points.
4. Let's go back / question / clinical research methods.
5. Digress / a moment, let's consider / alternatives.
6. Going back / a moment / the situation last year,
7. Let's turn now / our targets / the next five years.
8. I'd like / turn now / our projections / year 2025.
9. Go back / the main reason / our collaboration / the Chinese companies,
10. I'd like / expand / that / little, before we move on.
11. Let's go back / a moment / what we were discussing earlier.
12. Let me expand / some / the main points / our proposal.
13. Elaborate / that / little / those of you / aren't familiar / Chinese business practices,
14. If I could just move on / some / the problems we face / Asia,
15. I'd like / conclude / I may / repeating what I said / the beginning / this presentation.

Task 9. The phrases below help speakers to organize their presentations clearly and guide listeners through the information. Write the correct phrase to complete the advice.

1. As you can see from this image
2. Let's begin by looking at
3. I will be returning to those shortly
4. As I have already said
5. That's all I have to say about ... so now I'd like to move on to

Use:

- a) _____ : to introduce a new part of the talk
- b) _____ : to conclude one part of the talk and then begin another
- c) _____ : to refer back to an earlier part of the talk
- d) _____ : to refer forward to a later part of the talk
- e) _____ : to refer to a visual aid

Summaries, conclusions and closing courtesies

Here are some tips for good summaries and conclusions.

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

The recommendation

We recommend

I'd like to suggest

I propose

would be/is to set up a project group.

setting up a project group.

Task11. 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

Could/can you tell me

I'm interested to know...

I'd like to know...

if/whether...

what/where/etc...

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?

Answers

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?

Presenting 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).

Task 12. Match the words or phrases used in statistical analysis (1-10) to the definitions (a-j).

1. analysis of Variance (ANOVA)
2. coefficient
3. correlation
4. mean
5. p-value
6. regression analysis
7. samples
8. standard deviation
9. t-test
10. variables

- a) a relationship between two factors
- b) small groups which should be representative of a whole population
- c) shows how much variation from the mean there is within the group
- d) the average, found by adding all the values together and dividing by the number of values
- e) the measure of significance, which shows if it is likely that variation in results is just chance
- f) the test used to compare whether the means of two groups are equal
- g) the test used to produce an equation showing the relationship between two factors
- h) the test used to compare whether the mean values of more than two groups are all equal
- i) the things that change in an experiment
- j) a mathematical value which is always written before another value it multiplies

Summarising data in visual form

Be ready to discuss the following questions:

- Why are visuals used in scientific papers?
- What visuals do people in your field commonly use to show data? Why?

Task 13. Match the beginnings and endings of the sentences about setting data in tables and charts.

- 1 tables, graphs, etc. are necessary
- 2 visual summaries allow
- 3 deciding how to present data visually makes you
- 4 visuals need to be clear even when
- 5 graphs should be used to
- 6 too much information in a visual
- 7 use standard symbols and

- a) be consistent with them.
- b) reduce in size in a paper.
- c) show trends; tables to show exact numbers.
- d) the reader to check the data for themselves.
- e) think carefully about what your results mean.
- f) to avoid filling up the text with lists of numbers.
- g) will confuse the reader.

Which advice do you think is the best? What other advice would you give to someone producing visuals to portray their data?

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.

Commenting on visuals

Task 14. These expressions highlight important information in a visual. Complete them using the following words:

on to at out about

- | | | |
|-------------------------|-----------------------------|--|
| | a) us to look | 1. ...this part of the graph in more detail. |
| | b) us to focus on attention | 2. ...one particularly important feature. |
| <i>I'd like:</i> | c) you to think | 3. ...the significance of this figure here. |
| | d) to point | 4. ...one or two interesting details. |
| | e) to draw your attention | 5. ...the upper half of the chart. |

Task 15. These expressions comment on important information in a visual. Complete them using the following words:

If As Whatever Whichever However

1. ...you can see, there are several surprising developments.
2. ...you look at it more closely, you'll notice a couple of apparent anomalies.
3. ...you try to explain it, this is very bad news.
4. ...on the reasons for this, the underlying trend is obvious.
5. ...way you look at it, these are some of our best results ever.

Task 16. These expressions interpret important information in a visual. Complete them using the following words:

lesson message significance conclusion implications

I'm sure the 1..... to be drawn from this are
 2..... to be learned from this is
 3 of this are *clear to all of us*
 4 of this is
 5..... here is

Task 17. Write the following adjectives in the correct space on the diagram below according to what kind of change they describe:

A(n)	Substantial rapid encouraging slight spectacular disastrous moderate disappointing steady enormous	increase
------	---	----------

BIG
1.
2.
3.
4.
SMALL

FAST
5.
6.
SLOW

GOOD
7.
8.
9.
10.
BAD

Which of the words above mean more or less the same as the following:

- a. massive
- b. gradual
- c. significant
- d. tremendous

Task 18. Cross out the word which does not fit in the following sentences:

1. Demand increased slightly / steadily / tremendously / disappointingly.
2. Interest rates rose sharply / considerably / keenly / marginally.
3. Profitability slumped moderately / disastrously / suddenly / rapidly.
4. The price of oil fluctuated enormously / wildly / gradually / dramatically.

Now re-write the sentences above using a noun instead of a verb:

1. There was a (n)
2. There was a (n)
3. There was a (n)
4. There was a (n)

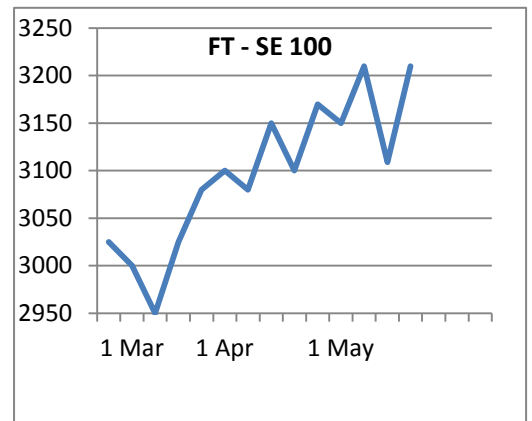
Task 19. Below you will find an extract from a presentation comparing stock market performance in four European countries. Complete it using the words given in the list.

PART 1

around at downs so upward of

London

First, let`s have a look at this graph, which shows us the ups and 1)..... in the ‘footsie’ over the last three months. As you can see, the overall trend is 2)..... with the index finishing up 3)..... 4)..... 3,200 in mid – May . This trend, however, can`t hide the fact that there was a fall 5)..... some eighty points of 6)..... between the middle of February and the beginning of March. We`ll be looking at the reasons for this unexpected dip in a moment.

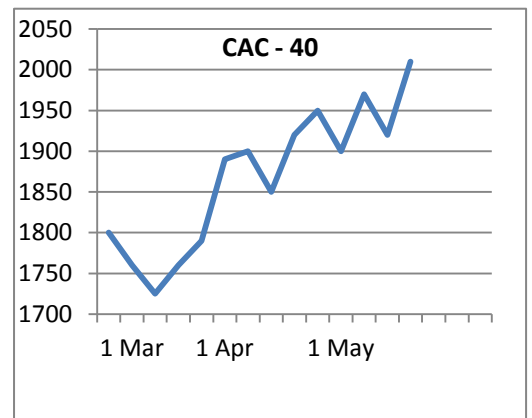


PART 2

at about of over to from

Paris

In Paris it`s been the same story, with the CAC falling 1)..... just 2)..... 1850 in mid – February 3)..... 4)..... 1720 three weeks later. Again, though, overall performance has been good, the CAC putting on roughly 120 points over the three-month period, peaking 5)..... just short 6)..... 2020, give or take a point.

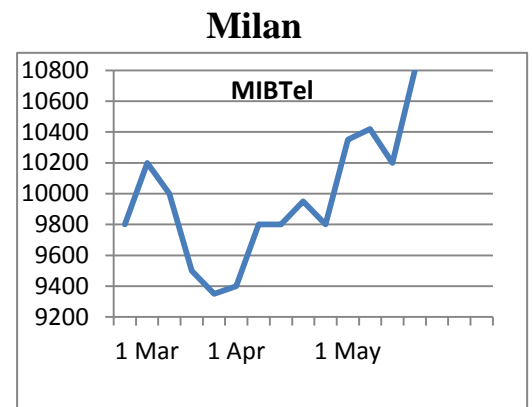


PART 3

down between over of by downward

As you can see, the picture in Milan is rather different. The early trend was decidedly 1)..... . In fact, the MIBTel had already fallen 2)..... in excess 3)..... 1400 points by mid – March.

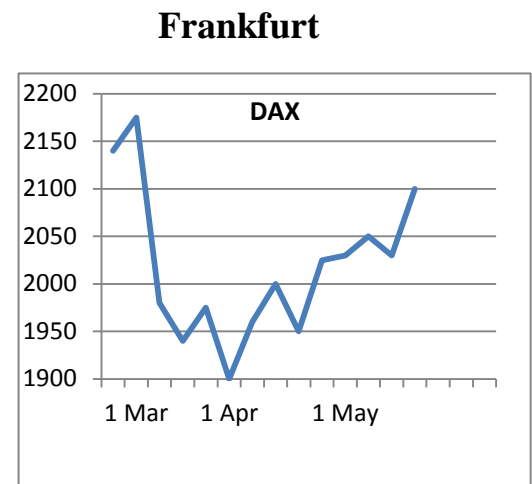
It then fluctuated 4)..... 9700 and 9300 for the best part of a month, before partially recovering to end up well 5)..... a hundred points 6)..... on the figure for mid – February.



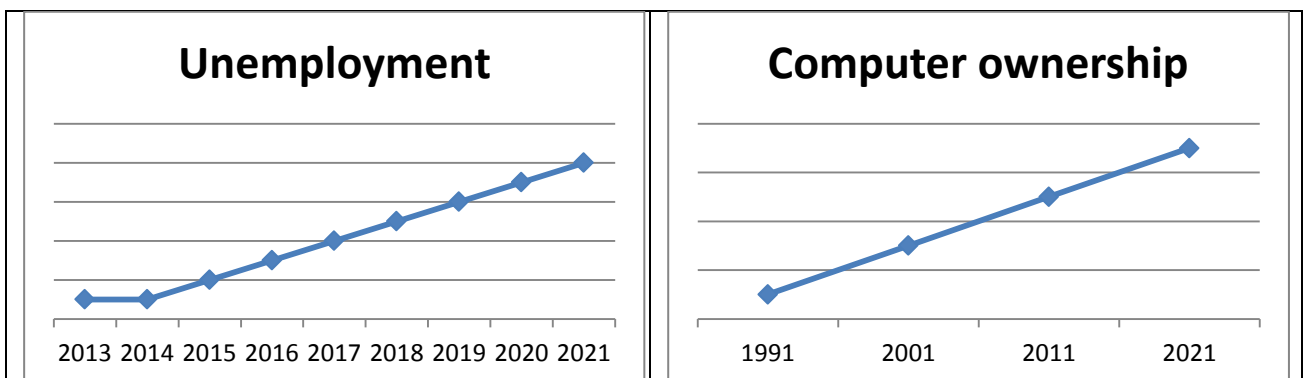
PART 4

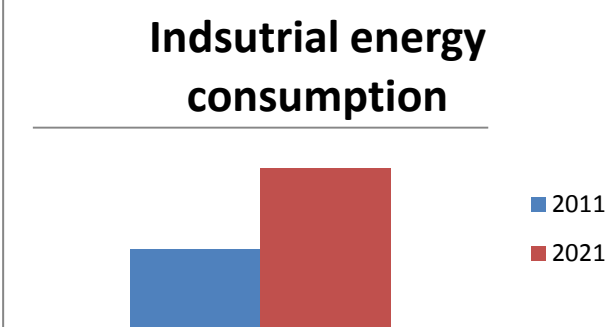
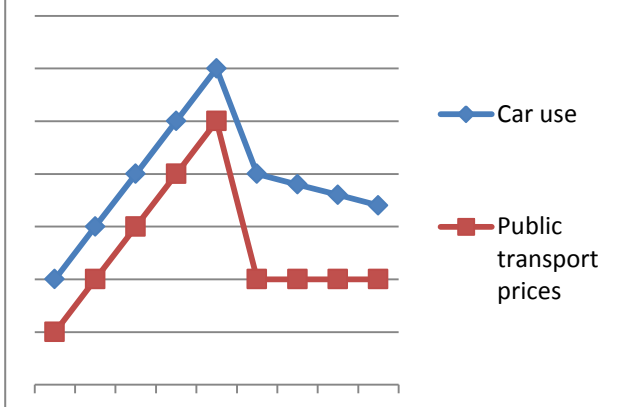
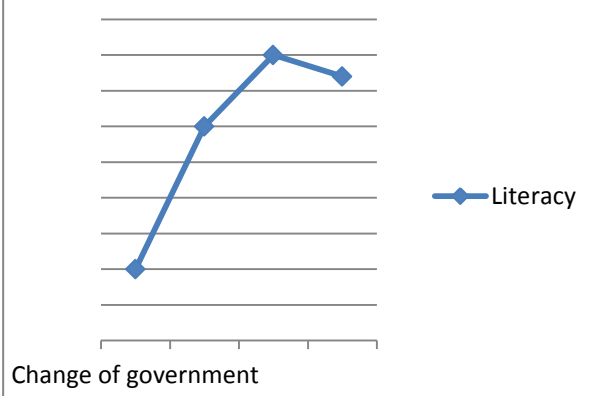

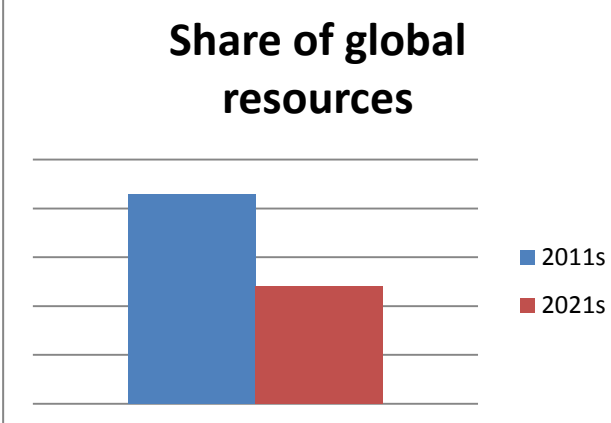
for in below near down up

If anything, the DAX has fared rather worse. In mid – February it was well 1)..... at getting on 2)..... 2200 and looking strong. But by the end of March it was way 3)..... the 1950 threshold and nowhere 4)..... where our forecasts had put it. And it`s still well 5)..... at somewhere 6)..... the region of 2080.



Task 20. Write sentences using phrases under the graphs and the words in brackets.



1. The rate of unemployment (2013-2021)	2. The proportion of the population (computers)
<h3 style="text-align: center;">Industrial energy consumption</h3>  <p style="text-align: right;"> ■ 2011 ■ 2021 </p>	 <p style="text-align: right;"> ◆ Car use ■ Public transport prices </p>
3. The amount of energy (industry)	4. The number of cars (public transport)
 <p style="text-align: right;"> ◆ Literacy </p> <p>Change of government</p>	<h3 style="text-align: center;">Food waste</h3>  <p style="text-align: right;"> ■ 2001 ■ 2011 ■ 2021 </p>
5. The level of literacy (change of government)	6. The quantity of food (affluent parts of the world)
<h3 style="text-align: center;">Share of global resources</h3>  <p style="text-align: right;"> ■ 2010s ■ 2020s </p>	
7. The share of global resources (the poorest countries)	

Presenting conference posters

Posters are widely used in the academic community, and most conferences include poster presentations in their programmes. Research posters summarize information or research concisely and attractively to help publicize it and generate discussion.

The conference poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats.

What makes posters successful?

- Important information should be readable from about ten feet away.
- Title is short and draws interest.
- Word count of about 300 to 800 words.
- Text is clear and to the point.
- Use of bullets, numbering and headlines make it easy to read.
- Effective use of graphics, colour and font.
- Consistent and clean layout.
- Includes acknowledgement, the name of the poster presenter and institutional affiliation.

Task 21. Complete the advice below about preparing a poster using the words from the list: *abstract, colours, columns, contact, font, heading, number, sentences, simple, text, title, white space*

General points

- Give your poster a (1) _____ which summarises the main idea.
- Keep your poster focused and (2) _____ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work – so it's not usually necessary to include an (3) _____.
- Don't forget to include your name and (4) _____ information.

The look of your poster

- Arrange information in (5) _____.
- Use charts and diagrams as much as possible, only using (6) _____ to support your visuals.
- Give each section of your poster a clear (7) _____ in large type.
- (8) _____ each section to guide readers through your poster.
- Leave plenty of (9) _____ around each section to make them stand out more easily.

The text in your poster

- Use phrases rather than full (10) _____.
- Try to keep phrases short.
- Choose a (11) _____ size which makes the text easy to read from a distance of 1-2 metres.
- Use different (12) _____ for different kinds of information in the poster – but to use them consistently.

Creating effective group presentations

An effective group presentation is more valuable than an individual one. You often present your projects as a group.

An effective group presentation includes the following steps.

1. Presentation analysis (Knowing your subject):
 - Identify the purpose of your presentation.
 - Identify what your subject or topic should/will be.
 - Make sure you can show your topic relates to the audience.
2. Presentation analysis (Knowing your audience):
 - Consider the audience demographics (age, gender, culture, etc.).
 - Use appropriate examples that can be understood by your audience.
 - Use the appropriate vocabulary.
3. Group analysis (Knowing your individual and group strengths and weaknesses):
 - Confident presenters do well with introductions and conclusions.
 - Detail oriented people can handle the discussion points.
 - Fast thinkers are good at handling questions.
4. Practice (Aiming for group cohesiveness).
 - There are unique challenges, such as having to ensure multiple individuals collaborate in order to produce a cohesive piece of work.

Creating team presentation

1. Work together on the introduction, body and conclusions for the presentation. Everyone must contribute (i.e. research, proofreading, etc.).
2. One person compiles the slides from everyone into one slideshow using only one template/slide style for the entire presentation.
3. Keep a group mindset (i.e. say “we found” not “I found”).

4. Work together to build a strong supported case.
5. Create a smooth transition (between slides and between group members). Explain how the next topic is relevant to the previous one. Acknowledge the overlap in topics, points.

Delivery tips

1. As part of an opener/introduction, introduce the group members.
2. Include a preview slide of what will be covered.
3. Rehearse as if the audience is present. Share constructive feedback.
4. Face the audience, not the projected slides.
5. Make sure your nonverbals match what you are saying and do not divert attention. Wild hand gestures can be very distracting.

“The success of your presentation will be judged not by the knowledge you send but by what the listener receives.” – Lily Walters.

Literature

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Упорядник
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Методичні рекомендації з підготовки та проведення
презентацій для здобувачів ступеня магістр
усіх напрямів підготовки