

8 Bringing it alive!

In this unit:

- bringing a presentation to life
- turning a good presentation into a great presentation



8.3 The expert view

4 While you watch Andrew talk how to bring a presentation alive, complete the lists of the techniques and strategies you can use under each of the three categories.

Interaction -
Get the audience to participate by asking them to ...

- _____
- _____
- _____

Imagination -
There are many ways to stimulate the audience's imagination including ...

- _____
- _____
- _____
- _____
- _____

Attitude -
Interesting presenters make the audience feel that he or she wants to speak to them. The techniques they use include:

- _____
- _____
- _____

For a summary of how to bring your presentation alive, read the article on page 58.

8.4 Analysis

5 Watch the presentation again. As you watch, tick the techniques that Richard uses in the list above and make notes of any particular language in each case.

8.5 The expert feedback

6 How does Andrew's analysis of the presentation compare with yours?

8.1 Talking points

- 1 Before you watch, consider these questions.
What makes a presentation interesting or memorable?
How can a presenter make the audience feel more involved in a presentation?
- 2 While you watch other people talking about the questions above, compare their experience with yours.

8.2 The presentation

3 Richard Adams, a managing director, is giving a presentation about a policy change in his company. While you watch his presentation, make notes about the following questions.

- 1 Who will the new policy affect?
- 2 What will it have a major influence on?
- 3 In the story about Endo & Kline, why did they almost lose the sales pitch?
- 4 What is the new policy that he will be presenting?
- 5 What percentage of people will pay more for a product or service if it is ethical and has green credentials?
- 6 What example does he give of a basic change in the office?
- 7 How much energy does Macy's save because they use LED lighting?
- 8 What three things does he say the policy should be?

Language focus

8.6 Telling stories and reporting past events

- 1 In the video, Richard stimulates the audience's imagination by telling a story about a sales pitch. Notice how he uses the past simple (e.g. *He worked*) and past perfect tenses (e.g. *She had worked*) in order to tell his story. For example:

'Three months ago, a team of us, including some of you in this room, were at an important business pitch for Endo & Kline. We'd done our homework, the proposal was good, Endo & Kline seemed happy.'

Complete the rest of Richard's story below by writing the verbs in brackets in either the *past simple* or *past perfect*. Remember that the *past perfect* is used to show that one event finished or was completed before another event happened in the past.

We'd done our homework, the proposal was good, Endo & Kline **seemed** happy. We 1 _____ (rehearse) responses to all the trickiest questions and it 2 _____ (seem), it was the third meeting, as though the business deal was almost complete. That is, until their managing director 3 _____ (ask) a question which none of us had been prepared for... There 4 _____ (be) an awkward silence. I 5 _____ (not / know) what to say... Luckily, Sylvia here came to the rescue, she 6 _____ (come) up with some great ideas about sustainability and, thanks to her quick thinking, we 7 _____ (win) the pitch... So, we'd won but I think all of us involved were aware what a lucky escape 8 _____ (have). We 9 _____ (nearly / lose) a major business deal because of a statement on our own website which none of us 10 _____ (pay) too much attention to.

- 2 Now watch the DVD to check your answers.

Making comparisons and analogies

- 3 When you present information with large figures, it's interesting to compare them with something else. Look at this example from the video:

'LED uses 75% less energy. That's a saving for Macy's of 16,200 megawatts per hour throughout the year. It's the equivalent of planting 65,500 trees.'

Practise using language for making comparisons and analogies. Join the first statement with the comparison in the third column by using any of the expressions in the middle.

1 The potential market for this product is eight million people.	That is equivalent to That is equal to That is the same as That is similar to That is comparable with	the energy needed for one thousand households per year.
2 Our company produces one tonne of plastic waste each month.		the plastic found in 20,000 two-litre drinks bottles.
3 One wind turbine produces about five million units of electricity a year.		the population of London.

- 4 Now make comparisons about the topics below, using the expressions in 2.

- the number of people who have already used your company's product or services
- the amount of paper your company uses each month
- the amount of time you spend travelling or commuting each year
- the amount of money you have spent on ... in your lifetime

Rhetorical questions

- 5 Presenters can interact with the audience by asking rhetorical questions. Complete the sentences below by matching the phrases (1–5) to the rhetorical questions (a–e).

- 1 The theory sounds fine but will ...
2 We've looked at some of the benefits. Now let's ask ourselves are ...
3 We have both the resources and the technical know-how to do this but ...
4 This company must change to stay competitive so how ...
5 Personally, I think this is the best choice available to us. Why ...
- a ... there any drawbacks? How much will it cost, for example?
b ... do I think this? Well, let me tell you.
c ... do we have the will? It will require serious dedication.
d ... it work in practice? That is always the question that must be asked.
e ... can we do this? We need a major rethink of our strategy.

Making words 'bigger'

- 6 A presenter can make us feel that what they are saying is important by using 'big' or expressive words. Compare the pairs of sentences below which have the same meaning. The second sentence is from the presentation in the video. Notice how the presenter uses the stronger word to make his presentation more effective:

What I have to talk about today is ... → *What I have to announce today is ...*
... a new policy of great importance. → *... a new policy of crucial importance.*
It will have a big influence ... → *It will have a major influence ...*

Replace the words in *italics* in this presentation with the synonyms below to make it more expressive.

depressing excellent absolutely brilliant
shocked incredibly unacceptable dreadful

Many of you will have now read this review of spending across our organization. First of all, I'd like to thank Jenny and her team for the *good* 1 *brilliant* work they did in putting it together. This report is very 2 _____ useful. However, if you have read it, you'll have been as *surprised* 3 _____ as I was to read some of the *poor* 4 _____ spending decisions it highlights. Take the two thousand dollars spent on entertainment or the staff trip which cost over three thousand! It's totally *unsatisfactory* 5 _____. This is especially true when profits in last two years have been so 6 _____ terrible. I find it *sad* 7 _____ that staff have behaved in such a way. The only exception to all this were the *good* 8 _____ results from Oriell's office in Barcelona. Other managers could all learn something from him.

TIP

Stressing key words
Stressing key words is a good way to bring key information alive. Before you present, decide which words have important content. Make sure you stress them during your presentations so your audience notices their importance.



Presentation task

Choose a presentation that you have previously given or one that you are going to give. Think about the different parts of the presentation and how you could improve the presentation using techniques to bring it alive. Make notes about your changes in the table below.

Which part of the presentation will you improve?	Which techniques for bringing it alive will you use to do this?

Now give the presentation with your changes.

Useful phrases

Interacting with your audience

How many people here like ...?
 How many of you know ...?
 Can you raise your hand if you ...?
 Have you ever considered/thought about/
 wondered why ...?
 Ask the person next to you if they ...?

Telling a story

I'd like to tell you about something that happened ...
 Imagine the following scene/scenario...
 Picture if you can the following scene ...
 A few months ago ...
 I remember when I was ...

Making comparisons and analogies

It's the equivalent of ...
 That's about the same as ...
 That is equivalent / equal / similar to ...
 That is comparable with ...

Using big language

Good → astonishing, brilliant, excellent, fantastic, incredible
 Bad → awful, disastrous, dreadful, horrendous, terrible
 Very good → absolutely amazing / brilliant / fantastic

Personalizing

Personally, ...
 My own personal view is that ...
 In my experience, ...
 I have always found that ...

Analysis and self-assessment

Use this form to analyse your presentation. If you are working with other people on a course, ask someone to complete it for you while they watch your presentation.

Area of presenting	The parts of your presentation that worked well with examples of what you did well.	The areas that you still need to work on with suggestions on how to improve.
Introduction to presentation		
Body language		
Interaction with audience		
Transition from one message to the next		
Use of visual aids		
Conclusion of the presentation		
Ability to deal with audience's questions and comments		
Range of skills and techniques for presenting		
Comments and final suggestions:		