

8 Bringing it alive!

In this unit:

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



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?

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 way 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?

Language focus

B.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

the energy needed for one thousand households per year.

2 Our company produces one tonne of plastic waste each month.

That is equal to

the plastic found in 20,000 two-litre drinks bottles.

3 One wind turbine produces about five million units of electricity a year.

That is the same as

That is similar to

That is comparable with

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