

4

Visual aids

A

DISCUSS

- 1 They say 'a picture paints a thousand words'. Why is that especially good advice for a presenter?
- 2 When is a visual aid not an aid?

VIEW

(00:00–00:30) Watch Mark answering the questions above and compare his ideas with yours.

RECALL

What does Mark say is the effect of reading speed being so much faster than speaking speed?

B

DISCUSS 1

- 1 Look at this slide. How likely do you think the audience is to remember it half an hour after the presentation is over? Why?
- 2 Why do you think the presenter has designed it this way?
- 3 What's going to happen if the presenter tries to present this?

VIEW 1

- 1 (00:31–01:17) Watch the presenter and see if you were right.
- 2 What exactly went wrong?
- 3 How could the presenter have avoided this problem, using the custom animation function in her slideware?
- 4 (01:18–01:36) Watch Mark commenting on the use of this visual. How similar are his comments to yours?

DISCUSS 2

- 1 Look at this second version of the same slide you just saw presented. How well does it grab your attention now? Why?
- 2 What opportunity does this very minimal visual give to the presenter? Is there a danger in having so little text?

VIEW 2

(01:37–02:37) Watch the presenter use this version of the slide. Do you agree with Mark's explanation of why it's better?



RECALL

What does Mark say about the following?

getting straight to the point a headline context and supporting data telling half the story

DISCUSS 3

Now look at two different versions of this slide. Which one is likely to be more effective? Why?

VIEW 3

(02:38–03:08) Watch and see what Mark thinks about the slides.



REFLECT

- 1 How often do you need to describe graphs and charts in a presentation?
- 2 What sort of extra information do you sometimes need to give about them?

VIEW 1

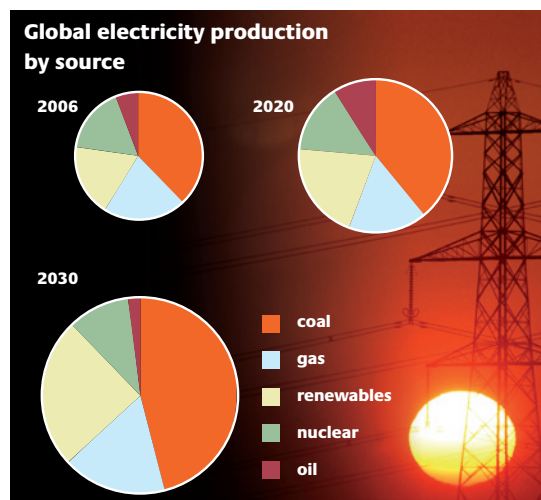
(03:09–03:39) Watch what Mark says about graphs and charts. How far do you agree with him?

PRESENT

Work with a partner. Team-present the information in the charts below, referring to the visual aid at 04:31 on the DVD as you speak. Some of these expressions may help you:

We all know... Have a look at this... Here are our projected estimates of ... So let me just talk you through... As you can see, we are forecasting... Let's just put that into perspective. The good news is... As far as ... is concerned, the figures speak for themselves. What does that mean in terms of...? So, the real question is...

- 1 What does the visual show?
- 2 Overall, is the future likely to be greener or greyer?
- 3 How much will use of renewables increase in response to the population explosion and rising fossil fuel prices?
- 4 Is that a big change from 2006?
- 5 What about oil, both in the short-term and long-term?



- 6 How will our reliance on nuclear energy change?
- 7 But is this a good thing for the environment (nuclear is clean)?
- 8 How much will electricity production have increased by 2030?
- 9 How much of that will be derived from coal (the dirtiest fuel)?
- 10 So what happened to our more sustainable future?

VIEW 2

(03:40–05:39) Now watch a presenter presenting the same information you just did. How does his version compare with yours? Present yours again if you want to.