

These notes on example video 1 highlight the strong points of this exemplary presentation and suggest additional strategies for success during a presentation.

Time	Notes
0:00	The presenter introduces himself and the topic of the presentation . This gives raters a chance to take note of the presenters' name and topic. Importantly, this also gives the audience a chance to acclimate to the presenter's speech patterns .
0:20	The presenter uses clear, manageable thought groups that aren't too long , and are marked with effective pauses. For example, "Chromatography is a process of separation (brief pause), which can separate different particles from a chemical substance (pause)."
0:38	The presenter includes keywords clearly and prominently on the slide, especially those which may cause difficulty in understanding (e.g. "Mobile phase and Stationary phase" and "High pressure\performance liquid chromatography").
05:45	The presenter refers back to their presentation to help support their spoken response to the question. One strategy which may have better facilitated this process is to include slide numbers on all slides . This helps the audience to refer to specific slide numbers when asking questions.
06:18	To ensure that their response is understood, the presenter makes eye contact with the individual who asked the question and asks "Okay?" Another good strategy to ensure that the question and the answer were fully understood is to end a response with something like "Does that answer your question?"
06:55	The presenter repeats part of the question (e.g. "Yeah, the detector") and uses full sentences when responding to questions ("Actually, we use..."). This helps the audience to understand the question that was asked, and provides a clear, linguistic framework for the response. Presenters sometimes offer isolated responses, which can be difficult for audiences to understand, especially when the response consists of words or topics which may be challenging to pronounce.

Throughout the presentation, the presenter engages with the audience through **eye contact and expressive body language**, both of which facilitate improved comprehensibility. Some presenters have a tendency to face the board or screen, which can make it more difficult for the audience to hear and understand the presenter.

Note that there are a few individual words which are pronounced in a manner that may sound like a different word or be otherwise difficult to understand. However, notice that in these cases, **the presenter pronounces these words slowly and carefully and provides contextual information** which can help the audience identify the intended meaning. For example, *range* pronounced as *rains* (04:52), *drug* pronounced as *drag* (04:59), and *lesser* pronounced as *laser* (06:00).