

Presentation Phrasal Verbs

Useful Verbs for Planning, Explaining and Finishing a Talk

Name: _____ Date: _____

Lesson aims

- Learn 36 phrasal verbs that are common in presentations, in six useful groups
- Use separable and inseparable phrasal verbs with the correct word order
- Choose the best phrasal verb for each situation (starting, explaining, moving on, closing)
- Sound natural and professional, not too informal

Warm-up: talk about it

- Which phrasal verbs do you already use when you speak at work?
- Why do native speakers use phrasal verbs so often, even in presentations?
- Are phrasal verbs too informal for a presentation? When might a single verb sound better?

1. Key vocabulary

Preparing

Word / phrase	Meaning	Example
set up	prepare equipment so that it is ready to use	I'll set up the projector before everyone arrives.
put together	make or prepare something from different parts	I put together a short presentation for Monday.
draw up	write a plan or document	We drew up an outline of the talk.
look over	check something quickly	Please look over my slides before the meeting.
write up	write something in a complete, final form	I'll write up the results after the meeting.
cut down	reduce the amount of something	Cut down the text on this slide.

Starting and explaining

Word / phrase	Meaning	Example
kick off	start a meeting or a talk	Let's kick off with a look at the agenda.
go over	review or explain something carefully	I'll go over the main points first.
talk through	explain something step by step	Let me talk you through the process.
point out	draw attention to something	I'd like to point out one important detail.
spell out	explain something very clearly and in detail	Let me spell out what this means for the team.
bring up	mention a subject	Someone brought up the question of cost.

Moving through the talk

Word / phrase	Meaning	Example
move on	go to the next part	Let's move on to the next point.
come back to	return to a subject later	I'll come back to this question at the end.
go back to	return to something earlier in the talk	Can we go back to the previous slide?
skip over	not talk about something	I'll skip over the technical details.
carry on	continue	If there are no questions, I'll carry on.
run through	explain or practise something quickly	Let me run through the agenda quickly.

Data and evidence

Word / phrase	Meaning	Example
break down	divide something into smaller parts	Here is a chart that breaks the costs down by department.
back up	support an idea with evidence	I can back this up with the figures in your handout.
add up	make sense, or reach a total	The numbers don't add up. Let me check them.
work out	calculate or find a solution	If you work out the savings, you will see they are large.
pick out	choose or notice something from a group	I've picked out the three most important results.
fill in	give someone more information	I'll fill you in on the details later.

The audience

Word / phrase	Meaning	Example
win over	persuade someone to agree with you	A clear example can win over a sceptical audience.
take in	understand and remember information	People can only take in a few ideas at once.
pick up on	notice something	Good speakers pick up on the audience's reactions.
cut in	interrupt someone who is speaking	Please feel free to cut in if anything is unclear.
follow up	take further action after a meeting or talk	I'll follow up with an email after the meeting.
deal with	take action to solve a problem or answer a question	I'll deal with your question in a moment.

Closing and problems

Word / phrase	Meaning	Example
wrap up	finish a talk or a meeting	To wrap up, I'd like to repeat the key message.
sum up	give a short summary of the main points	Let me sum up the three main points.
round off	finish something in a pleasant or neat way	I'd like to round off with a short story.
run out of	use all of something so that there is none left	We are running out of time.
hold up	delay something	A technical problem held up the start.
fall behind	be slower than planned	If we fall behind, I'll skip the last slide.

Separable and inseparable phrasal verbs

Pattern	Use
put together a slide / put a slide together	Separable: the object can go in the middle.
put it together (not: put together it)	Separable: a pronoun must go in the middle.
break down the costs / break the costs down	Separable: both orders are possible.
break them down (not: break down them)	A pronoun goes before the particle.
go over the figures / go over them	Inseparable: the object always follows.
come back to the point / come back to it	Inseparable: the object follows the particle.
run out of time (three words)	Three-part verbs are inseparable.
move on to the next slide	Three-part verb: the object follows.

2. Useful sentences with phrasal verbs

Purpose	Useful phrases
Starting	Let's kick off with the main results. I've put together a short presentation. First, I'll go over the agenda. Let me talk you through the process.
Explaining	I'd like to point out one important detail. Let me break this down into three parts. I can back this up with the figures. Let me spell out what this means.
Moving on	Let's move on to the next point. I'll come back to that later. I'll skip over the details. If there are no questions, I'll carry on.
Finishing	Let me sum up the main points. To wrap up, I'd like to say... I'd like to round off with... I'll follow up by email after the meeting.

3. Model talk

Listen to (or read) a short talk about a new booking system. Notice the phrasal verbs and where the objects go. Underline the vocabulary from Section 1.

KICK OFF

Good morning, everyone. Let's kick off with a quick look at the agenda. I've put together a short presentation on our new booking system, and I'll go over the main points in about ten minutes.

EXPLAINING

First, I'll talk you through how it works. As you can see on this slide, the system was set up last month. I'd like to point out that it replaces three older tools. I'll skip over the technical details, but I can fill you in on them later.

THE COSTS

Now let me break the costs down. The numbers add up to about four thousand euros a year. I can back this up with the figures in your handout, and I've picked out the three biggest items. If you work out the savings, you will see that we save about two thousand euros.

MOVING ON

Let's move on to the risks. I'll come back to the training plan in a moment. Some of you may bring up concerns about the change, and I'd like to deal with them openly. If anyone wants to cut in, please do.

CONCERNS

Some staff worry that they will fall behind with the new system. That is why we plan to hold extra training sessions. Last week's pilot ran out of time because the tool was slow, so we have decided to hold up the launch until it is fixed.

FOLLOW-UP

I hope I've won you over. If you pick up on anything that is unclear, please tell me, and I'll follow up by email after the meeting.

SUMMING UP

Let me sum up. The system is cheap, easy to use and fast to set up. To wrap up, I'd like to round off with my recommendation: we should start the pilot next month.

QUESTIONS

Thank you for your attention. Does anyone want to go back to a particular slide?

Exercise 1: Phrasal verbs in context

Type the missing word. The first letter is given to help you.

1. I'll come b_____ to this question in a moment.
2. I hope I have w_____ you over with my proposal.
3. To w_____ up, the system is cheap, fast and easy to use.
4. Let me quickly run t_____ the figures before we continue.
5. I'd like to point o_____ one important detail on this slide.
6. We are running o_____ of time, so I'll skip the last slide.
7. Let me b_____ down the costs into three parts: staff, equipment and training.
8. Let's k_____ off the meeting with a quick look at the agenda.

Exercise 2: Choose the correct particle

Choose the correct particle (up, out, through...) for each sentence.

together through out up back down on

1. Can you break the costs _____ by department?
2. I'll come _____ to that point later.
3. Please speak _____, because I can't hear you at the back.
4. We need to put _____ a short presentation for Monday.
5. I'll sum _____ the main points.
6. I'd like to point _____ a problem with the data.
7. Let me quickly run _____ the figures.
8. Let's move _____ to the next section.

Exercise 3: Find and fix the mistake

Each sentence has one mistake in the highlighted part. Type the correct word.

1. We are running **off** of time. Correction: _____
2. Let me **show** out one important detail. Correction: _____
3. I'll come **again** to this later. Correction: _____
4. I hope I have **beaten** you over. Correction: _____
5. I'll go **at** the main points quickly. Correction: _____
6. Let's move **in** to the next slide. Correction: _____

Exercise 4: What does it mean?

Choose the correct meaning of the phrasal verb.

1. to hold up the launch
 - a) to speed it up
 - b) to delay it
 - c) to cancel it
 - d) to prepare it
2. to wrap up a presentation
 - a) to repeat it
 - b) to continue it
 - c) to finish it
 - d) to start it
3. to back up an idea
 - a) to support it with evidence
 - b) to change it
 - c) to say it again
 - d) to forget it
4. to cut in while someone is speaking
 - a) to agree
 - b) to interrupt
 - c) to begin
 - d) to finish
5. to break down the costs
 - a) to reduce them
 - b) to add them together
 - c) to lose them
 - d) to divide them into smaller parts
6. to point out a problem
 - a) to draw attention to it
 - b) to solve it
 - c) to hide it
 - d) to repeat it

Exercise 5: Sort the phrasal verbs

Choose the group that each phrasal verb belongs to.

- | | | |
|------------------------|---------------------------|---------------------------|
| A Closing and problems | B Moving through the talk | C Data and evidence |
| D The audience | E Preparing | F Starting and explaining |

1. "back up" **Group:** ____
2. "win over" **Group:** ____
3. "skip over" **Group:** ____
4. "set up" **Group:** ____

5. "go over" Group: ____
6. "fill in" Group: ____
7. "wrap up" Group: ____
8. "put together" Group: ____

Exercise 6: Build the sentence

Put the words in the correct order to make a sentence.

1. this / question / in / I'll / to / a / back / moment. / come

2. me / To / sum / points. / up / up, / three / let / the / main / wrap

3. costs / down / department? / you / break / by / Can / the

4. point / like / important / detail / I'd / out / to / slide. / one / this / on

5. Let / we / me / move / go / main / points / on. / over / the / before

6. running / are / skip / I'll / of / the / out / details. / over / time, / so / We

Exercise 7: Best phrase for the situation

Choose the most natural and professional thing to say in a presentation.

1. You are almost out of time.
 - a) I'm running over time, so I'll cut in the details.
 - b) I'm running out of time, so I'll skip over the details and sum up.
 - c) I'm running down of time, so I'll skip off the details.
 - d) Time has run out me, so I'll put the details away.
2. You want to begin the presentation.
 - a) Let's kick off with a quick look at the agenda.
 - b) Let's kick out with a quick look at the agenda.
 - c) Let's kick in with a quick look at the agenda.
 - d) Let's kick back with a quick look at the agenda.
3. A listener asks about something you will cover later in the talk.
 - a) Please back down.
 - b) I can't deal with that.
 - c) Good question. I'll come back to that in the next section.
 - d) That doesn't add up.

4. You want to invite listeners to interrupt politely.
 - a) Please hold up me if anything is unclear.
 - b) Please cut off me if anything is unclear.
 - c) Please shut up if anything is unclear.
 - d) Please feel free to cut in if anything is unclear.
5. You want to support your claim with evidence.
 - a) I can back this up with the figures in your handout.
 - b) I can back this off with the figures in your handout.
 - c) I can pick this out with the figures in your handout.
 - d) I can put this down with the figures in your handout.
6. You want to finish the talk.
 - a) To wrap in, I'd like to round up with my recommendation.
 - b) To wrap up, I'd like to round off with my recommendation.
 - c) To wrap out, I'd like to round on with my recommendation.
 - d) To wrap down, I'd like to round off my recommendation up.

Exercise 8: Separable or inseparable?

Choose the sentence with the correct word order.

1. Choose the correct sentence.
 - a) Let me down break them by region.
 - b) Let me break down them by region.
 - c) Let me break by region down them.
 - d) Let me break them down by region.
2. Choose the correct sentence.
 - a) I'd like to point up it.
 - b) I'd like to point it out.
 - c) I'd like to point out it.
 - d) I'd like to out point it.
3. Choose the correct sentence.
 - a) We are running out of time.
 - b) We are out running of time.
 - c) We are running of out time.
 - d) We are running out time of.
4. Choose the correct sentence.
 - a) I'll go them over quickly.
 - b) I'll go quickly them over.
 - c) I'll go over them quickly.
 - d) I'll over go them quickly.

Exercise 9: Say it yourself

Write one or two sentences for each situation, as if you were speaking. Use a phrasal verb from this lesson.

1. You are short of time. Say what you will skip and what you will do instead.

2. Tell the audience you will review the key figures quickly. Use 'go over' or 'run through'.

3. Say you want to mention one important detail. Use 'point out'.

4. A listener asks a question you do not want to answer now. Respond politely and say you will return to it later.

Your turn: give a two-minute talk

Choose a change or a project from your own work. Write one or two sentences for each step, using at least eight phrasal verbs from this lesson. Then give your talk for about two minutes and record yourself if you can.

1. Kick off - Start the talk and say what you will go over (kick off, go over, talk through).

2. Explain - Point out one important detail and break down one figure or idea.

3. Support - Back up one point with evidence (back up, add up, work out).

4. Move on - Move on to your next point and say what you will skip over or come back to.

5. Deal with a problem - Say how you will deal with one risk or question.

6. Wrap up - Sum up, round off and say how you will follow up.

Self-check

- ☐ I used at least eight phrasal verbs from the lesson.
- ☐ I put the pronouns in the correct place (break them down, point it out).
- ☐ I used 'come back to', 'go over' and 'run out of' with the correct words after them.
- ☐ I used phrasal verbs that sound natural, not too informal.
- ☐ I finished with a summary and a follow-up action.

TEACHER ANSWER KEY - DO NOT DISTRIBUTE**Presentation Phrasal Verbs: Useful Verbs for Planning, Explaining and Finishing a Talk (Level B1+)**

The worksheet order is fixed; answers below follow the printed numbering. The interactive HTML version shuffles item order and answer positions each time it is opened.

Exercise 1: Phrasal verbs in context

1. back
2. won
3. wrap (also accept: sum)
4. through (also accept: over)
5. out
6. out
7. break
8. kick

Exercise 2: Choose the correct particle

1. down; 2. back; 3. up; 4. together; 5. up; 6. out; 7. through; 8. on

Exercise 3: Find and fix the mistake

1. We are running **out** of time. (accept: out)
2. Let me **point** out one important detail. (accept: point)
3. I'll come **back** to this later. (accept: back)
4. I hope I have **won** you over. (accept: won)
5. I'll go **over** the main points quickly. (accept: over / through)
6. Let's move **on** to the next slide. (accept: on)

Exercise 4: What does it mean?

1. b; 2. c; 3. a; 4. b; 5. d; 6. a
1. 'Hold up' means to cause a delay.
 2. 'Wrap up' means to finish.
 3. 'Back up' means to give evidence that something is true.
 4. 'Cut in' means to interrupt.
 5. 'Break down' means to divide something into parts so it is easier to understand.
 6. 'Point out' means to make people notice something.

Exercise 5: Sort the phrasal verbs

1. C (Data and evidence); 2. D (The audience); 3. B (Moving through the talk); 4. E (Preparing); 5. F (Starting and explaining); 6. C (Data and evidence); 7. A (Closing and problems); 8. E (Preparing)

Exercise 6: Build the sentence

1. I'll come back to this question in a moment.
2. To wrap up, let me sum up the three main points.
3. Can you break the costs down by department?
4. I'd like to point out one important detail on this slide.
5. Let me go over the main points before we move on.
6. We are running out of time, so I'll skip over the details.

Exercise 7: Best phrase for the situation

1. b; 2. a; 3. c; 4. d; 5. a; 6. b
1. 'Run out of' and 'skip over' are both correct and natural here.

2. 'Kick off' means to start. 'Kick back' means to relax.
3. 'Come back to' means to return to a topic later.
4. 'Cut in' means to interrupt; 'feel free to' makes it polite.
5. 'Back up' means to support with evidence.
6. 'Wrap up' and 'round off' both mean to finish.

Exercise 8: Separable or inseparable?

1. d; 2. b; 3. a; 4. c

1. 'Break down' is separable, and a pronoun must go in the middle.
2. 'Point out' is separable, and a pronoun must go in the middle.
3. 'Run out of' is a three-part verb: the words stay together.
4. 'Go over' is inseparable, so the object comes after 'over'.

Exercise 9: Say it yourself

1. Model: We're running out of time, so I'll skip over the details and sum up. (Say you are running out of time, then say what you will skip or do.)
2. Model: I'll quickly go over the key figures. (Use 'go over' or 'run through' with the figures.)
3. Model: I'd like to point out one important detail on this slide. (Use 'point out' + the detail, or 'point it out'.)
4. Model: Good question. I'll come back to that at the end. (Thank the person and say when you will come back to the question.)

Accept any accurate, natural sentence that uses suitable language from the lesson.

Teacher notes

- Suggested timing (60 minutes): warm-up 5 min; vocabulary groups 15 min (students sort the verbs into the six groups first); model talk (listen, then read, then underline every phrasal verb) 10 min; exercises 1 to 5 in class 20 min; exercises 6 to 9 for homework or the next lesson; 'Your turn' task as a speaking activity with feedback.
- Separable vs inseparable: with separable verbs (put together, break down, point out, back up, sum up, cut down, win over, fill in), a noun object can go before or after the particle, but a pronoun must go before it. With inseparable verbs (go over, come back to, deal with, run out of, move on to), the object always follows.
- Register: most of these verbs are acceptable in formal presentations. If the student needs a more formal alternative, offer single verbs: go over / review, point out / highlight, wrap up / conclude, sum up / summarise, deal with / address.
- Common B1 errors: 'go them over' (go over them); 'point out it' (point it out); 'run out time' (run out of time); 'come back at this' (come back to this); 'sum it up' is correct, but 'sum up it' is not; confusing 'fill in' (give information) with 'fill out' (complete a form).
- Pronunciation to check: in a phrasal verb the particle usually receives the main stress, for example kick OFF, point OUT, wrap UP. With a pronoun in the middle the stress still falls on the particle: break them DOWN.
- Extension: ask the student to explain one of her own slides using at least six phrasal verbs, then to replace three of them with more formal single verbs and compare the effect.