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Цель пособия – познакомить студентов с лексическими и стилистическими особенностями публичной речи, сформировать компетенции, необходимые для подготовки презентации на английском языке. Содержит аутентичные тексты, упражнения на понимание содержания текстов, освоение лексики и развитие навыков устной речи.

Предназначено для студентов вузов 4-го курса очной формы обучения направления подготовки 45.03.02 – Лингвистика. Полезно при подготовке выступлений на английском языке по профессиональной тематике.

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ПРЕДИСЛОВИЕ

Среди умений, востребованных сегодня студентами разных направлений подготовки, особое место занимает умение публичного выступления на английском языке. Необходимость в овладении эффективной и риторически организованной речью на английском языке продиктована все более интенсивным расширением сфер применения английского как языка межкультурного общения. Студентам нередко приходится выражать и отстаивать свою точку зрения на английском языке в условиях публичности (на международных студенческих конференциях, форумах и т. д.). Укрепляется роль английского языка в качестве языка-посредника в ситуациях делового общения, когда коммерческий успех зачастую связан с умением «вербально продать» свой продукт или услугу с помощью их убедительной презентации.

Умение грамотно и эффективно выстраивать свои устные выступления включает в себя целый комплекс умений, также охватывающий вопросы этики и ответственности выступающего за свою риторику.

Цель пособия – познакомить студентов с лексическими и стилистическими особенностями публичной речи, одним из видов которой является презентация, а также сформировать компетенции, необходимые для подготовки презентации на английском языке.

Материалы, представленные в пособии, дают представление о презентации как об информационном или рекламном инструменте, позволяющем сообщить нужные сведения об объекте презентации в удобной для слушателя форме, отражают лексические, грамматические и стилистические особенности двух основных видов презентаций (информационные и убеждающие).

Пособие состоит из десяти разделов (уроков). Каждый из разделов начинается с аутентичного текста о базовых характеристиках соответствующего аспекта темы «Презентация»: о структуре презентации, о технологиях, помогающих говорящему привлечь внимание аудитории, о способах преодоления проблем (как языковых, так и поведенческих),

возникающих по ходу выступления. Далее следуют упражнения на понимание содержания текста, освоение лексики и развитие навыков устной речи. Также представлены обзорные упражнения по всем десяти разделам пособия и словарь выражений, наиболее часто встречающихся в презентациях на английском языке.

Источником материалов, используемых в текстах, примерах и упражнениях, является оригинальная английская литература.

Автор благодарит рецензентов С. П. Фокину, кандидата педагогических наук доцента кафедры профессиональной языковой подготовки Владимирского юридического института, и В. И. Горбатова, кандидата педагогических наук доцента кафедры русской и зарубежной филологии ВлГУ.

UNIT 1

PREPARING TO PRESENT

Read the text and do the exercises given after.

A presentation is a formal talk to one or more persons that presents ideas or information in a clear structured way. All presentations have one objective: they are given to inform, train, persuade or sell. The key factors of any successful presentation are: the audience, the contents of the presentation itself and the presenter.

For many people, standing up in public and doing a speech is one of their greatest fears. For many language students in particular, this is the ultimate challenge. Speaking in public is not easy, and speaking in public in a foreign language makes it doubly challenging.

When speaking to an audience in English, which of the following sound familiar?

- You're embarrassed by your foreign accent.
- You're worried you won't find the right words.
- You're afraid people will not understand your English.
- You're afraid your presentation will be boring because you speak slowly.
- You're not sure you will understand the audience's questions.

Let's look at each one of these together and see how you can deal with them.

When you are preparing your presentation, ask a friend or colleague to listen to you and to pinpoint the words that are not pronounced well or not easily understood. Then rehearse those words and sentences until they flow out naturally. Remember that you can use online dictionaries to listen to the pronunciation of words. If you practice regularly, even the hardest words will become easy to say. True enough: stress impedes our thinking and prevents us from finding the right words. However, this is also true for native speakers. To fight this problem, you need to prepare yourself

thoroughly, as under stress we all have a hard time finding the precise words we would like to say. Usually these words are not used very frequently, and so our brains have to work hard to retrieve them. Remember that your brain is a network of interconnected neurons containing words and concepts, so the more often you access some specific neurons, the more accessible they become. Consequently, if you use some words often, they will come to mind easily – even when you are under stress! This means that you can fight the negative consequences of stress by preparing the vocabulary of your presentation in advance and by rehearsing it continuously.

So how do you prepare for a big presentation?

There's no straightforward answer. And there's lots of great advice on public speaking and presenting out there. Some people recommend memorizing a script and practicing it intensely for as long as you possibly can. Other people suggest having key talking points and riffing on those. Of course, no one would suggest going *totally unprepared*, because that would be tantamount to presentation-suicide, but from heavy-duty preparation to minimal preparation, you'll get it all, and everything in-between.

The suggestion is: do what you need to in order to feel *confident* and *comfortable* giving the presentation. If you're not sure what to do in order to feel confident and comfortable, then you'd better be more prepared than not.

Here are some tips for the things you can do while preparing for the presentation.

1. ***Start with your key talking points.*** There's no point writing a full script or presentation until you know what points you want to hammer home. Then, you can stick with a standard format: a) tell them what you're going to show them; b) show them; c) tell them what you just showed them.

2. ***Write a script.*** This is a good idea. It lets you write everything out and start massaging the words the way you want. It also gives you a benchmark against which you can practice and refine things.

3. ***Don't get hung up on specific words.*** It's unlikely that missing or changing any one word will totally ruin your presentation, so don't worry about perfection. The only person that knows you "screwed up" is you...

4. ***Find your speaking style.*** Over time with enough practice you can learn to speak and present in any style, but if you're in crunch mode and don't have enough time, just try and find your own speaking style. Find your groove. Some people are ultra-enthusiastic. Some are much calmer. The recommended style is *calm confidence* which will enable people to see the practice the speaker is putting in, his enthusiasm and his confidence.

5. ***Practice in front of people.*** If you haven't given a lot of presentations this *will feel awkward* but it's better to get over those feelings now rather than when you're on stage. So practice in front of others. But be careful about taking their advice, especially if the presentation is fast approaching. The risk is that you try to incorporate changes you're not really comfortable with, whether it's in the actual script or in your presentation style, and you end up causing more damage than good. Given the opportunity you should seek expert help with your presentation, but be careful about how you take any advice, especially late in the game.

6. ***Practice with distractions.*** It's great to sit in a bubble with no distractions whatsoever and practice. You need the quiet time to memorize things and get a feel for what you're doing. But speakers are also practicing while distracted – be it by other sounds or visually (people walking by the office door, for example) because it makes the presenter feel more confident that he can pull it off. On the DEMO stage there may be distractions. There may be a huge clock facing you counting the seconds menacingly. There may be big lights, TV screens and the people. You have to be prepared for anything, and practicing with distractions is helpful.

7. ***Practice piece by piece.*** It is quite helpful to practice each section of your presentation in pieces. You'll focus on one part, memorize the core elements, run through it till you are comfortable and then move to the next piece. Then it's just a matter of stringing the pieces together, which is easier.

8. ***Think ahead.*** While practicing your DEMO presentation try to find your comfort zone when you can think of the next 1 or 2 sentences while speaking (e.g., the speaker is on sentence 5 but his mind is already bringing up sentence 6 and 7). You don't have to think *too far ahead* but just enough that the transition from sentence-to-sentence is ultra-smooth and simple. Each sentence triggers a reminder for the next one.

9. **Practice hand gestures.** If you're giving a "naked" presentation (with nothing in front of you like a table, etc.) then you need to be aware of what you're doing with your hands and your feet. So think about your hand gestures and how they relate to what you're saying. If you plan to move around, pace in sync with your words. The hand gestures and where the speaker is walking are triggers cuing what he should be saying.

It should be mentioned that not a device in the world will help if you can't get comfortable with your preparation, practice techniques and ultimately, the presentation itself. *Do whatever makes you feel comfortable.* The more comfortable you feel, the more confident you feel, and the better things will go.

If you want to be understood by your audience, you obviously need to speak clear English, but more importantly you need:

- 1) to *structure* your presentation logically;
- 2) use the right *intonation*.

Indeed a coherent structure will help listeners follow the flow of your presentation, while your intonation will keep your audience interested.

Let's look at each of these 2 elements more closely.

Structure

Working on the structure of your speech, think first of the objective that you want to achieve. Do you wish to inform, to convince, to entertain or to inspire your audience? Then divide your presentation in 3 parts: introduction, body, and conclusion. In the introduction present the issue and the plan of the presentation. In the body develop the ideas or facts that you would like to communicate. In the conclusion repeat the important information and close the issue. Repeating information will help your audience remember, so don't be afraid of repeating the main points. In other words tell your audience what you're going to tell them; tell them; then tell them what you have told them.

Intonation

Intonation is more important than you might think: without vocal variety a presentation very quickly becomes boring and listeners stop paying attention. To capture attention your voice needs to be friendly and expressive. Also, intonation adds meaning. Indeed the same sentence can

take on very different meanings depending on the tone used. Let's take the sentence "I'm sure he'll think of a better plan" as an example.

I'm sure he'll think of a better plan. (No word is stressed and this is a general statement.)

I'm sure he'll think of a **better** plan. (The word 'better' is stressed, meaning that the first plan he submitted was not very good.)

I'm sure **he**'ll think of a better plan. (The pronoun 'he' is stressed, implying that I'm jealous of his ideas.)

I'm **sure** he'll think of a better plan. (The adjective 'sure' is stressed because I want to say that I have no doubts about it.)

When planning your presentation, it's a good idea to switch off the computer and "go analogue". Forget about designing your slides at this stage and just concentrate instead on mapping out the subjects you want to cover. Post-its can work well for this. Write each topic on a separate Post-it and, when you have several, you can start moving them around to see in what order they should come. This approach also helps you to see in what subjects you could drop, what's missing and where you could usefully add visuals or stories to illustrate and support your points. Then, when you're ready, switch your computer back on and "go digital".

Here are a few points to remember at the planning stage:

- you know where you're going, but your audience doesn't, so make sure you signal the stages of your presentation clearly;
- beware "the curse of knowledge", where you assume your audience knows (and care!) as much as you do: don't over-complicate things;
- if there's good news to deliver, save the best till last;
- if there's bad news to deliver, sandwich it between two pieces of good news;
- if you are delivering information that is familiar to your audience, elicit some of the information from them, keep the presentation short and adopt an interesting creative structure;
- if you are delivering information that's new to your audience, then include all the stages of thinking, allow plenty of time to fully explore the topic and stick to a conversational linear structure.

While outlining your presentation take into consideration the following.

I. Audience wants to understand:

- What is your project about?

- Why is this problem interesting?
- What are the major challenges and how do you solve them?
- How are you progressing?

II. Any other interesting details (e.g., budget, unique technologies) you need to present in layers. Everybody needs to understand the key points. You should show some technical detail to get credibility.

1. Your project is not a homework problem. The technical solution is not everything. You are in charge of explaining everything. You need to put your work into context.

2. Start with a simple scenario/example/figure. Present in a top-down/hierarchical style. Focus on main aspects of your project. Explain details in the context of each aspect. Use clear transitions to keep audience on track.

3. Transitions are very, very important as they allow you to summarize what has been said and let you give scope for the next slide. (Transition is possibly a single most important part of any slide.)

4. Adjust depth of explanation to your audience. Don't assume audience knows any details of your project. Be ready to explain everything if necessary.

5. Use a simple design. Keep your slides simple and clean. A helpful guideline to keep in mind is the 5×5 rule, which means that there should be a maximum of five lines and maximum of five words per line. Your audience will lose interest if there is too much text on the screen.

6. Use the word "presentation" in the phrases which are used most frequently. It's better to learn not a single word, but a collocation: *make (give, attend, precede, improve, create, prepare, listen to, base on) a presentation, followed by presentation; excellent (good, clear, effective, minute, graphic, clear) presentation.*

Exercises

Exercise 1. *Answer the following questions.*

1. What are the main reasons for being nervous before your presentation?
2. What is recommended to do for coping with your language problems?
3. Why is it useful to know the synonyms to as many English words as possible?

4. What can happen if you are totally unprepared for the presentation?
5. What are the key talking points of any presentation?
6. Why is it helpful to write a script of your presentation?
7. Why is the so-called “calm confidence style” recommended for your presentation?
8. Why do experts recommend to rehearse your presentation in front of others?
9. Why is it important to practice your presentation while distracted?
10. What is meant by piece by piece practice?
11. What do the presenters call “a comfort zone”?
12. When is it helpful to use such a device as hand gestures?
13. What are the main parts of any presentation?
14. What is the role of intonation in giving presentations?
15. Why are transitions in your presentation so important?

Exercise 2. *Complete the following sentences, using one of the most frequently used phrases with the word “presentation”. (All the examples are taken from British National Corpus.)*

1. I’m asked to _____ a presentation to the Committee which was set up by the Minister of finance.
2. John, finance manager for the Indonesian Region, will _____ a presentation before the audience of accountants working in industry.
3. Senior Deputy Director will be delighted to _____ the presentation and the lunch which follows.
4. The Board of directors thanked me for a very _____ and helpful presentation to the Departmental Seminar.
5. The modern multimedia capabilities made it possible to create a _____ or animated presentation.
6. Yesterday, presidents and publicity officers _____ to a presentation by Val Smith, London East’s Publicity Officer.
7. Companies are very aware that an _____ presentation is a major means of marketing their image.
8. There was a barbecue dinner around the camp fire, _____ by a presentation of Meo dancing costumes.
9. The researchers devised a questionnaire _____ on a presentation of ten common educational tasks.

UNIT 2

INTRODUCTION (OPENINGS OF PRESENTATIONS)

Read the text and do the exercises given after.

To give a successful presentation, they say you need to have a good beginning, a good ending and keep them close together! And sure enough, research shows that audiences remember the first and last few minutes of a presentation long after they've forgotten most of what was said in the middle. Psychologists call this the primacy-recency effect.

According to communication expert Andrew Leigh, there are four stages to opening a presentation. He calls these A, B, C and D of openings:

- 1) capture your audience's interest instantly = Attention;
- 2) explain what they will gain from the talk = Benefit;
- 3) show them you have the authority to speak = Credibility;
- 4) give them a route map of the presentation = Direction.

There are many different techniques you can use to begin a presentation. Now, starting off by saying good morning, introducing yourself, thanking your audience for coming, apologizing for a small technical problem with your audio-visuals and asking if people can hear you at the back is clearly not a strong opening.

But neither is this: "I want to talk to you today about the kind of world we in the business community are passing on to the next generation". What's wrong with it? It's short, direct and boring! Let's see how it might have sounded: "Environmental degradation... A declining economy... Crippling taxes... Chronic disease... A life expectancy shorter than that of their' parents... And thirty thousand dollars of debt for every man, woman and child... This is the nightmare world we are passing on to our kids."

Such introduction can certainly gain the audience's attention right at the start. Here are some introductions which listeners are sure to remember.

Presenter: Good morning. Sometimes in the early 1980s a business traveler phoned a low-cost carrier called People Express to reserve a flight. He was kept on hold for so long, he thought to himself: 'Either this airline

is incredibly busy or incredibly inefficient.’ Needless to say the flight was never booked and People Express went out of business in 1987. The name of the business traveller was Richard Branson, who, recognizing a great business opportunity when he saw it, went on to launch Virgin Atlantic Airlines. And the rest, of course, is history. But my question to you is: just how bad does your customer service have to be to turn a potential client into a competitor?

Presenter: There was a great book published a few years back called *The Wisdom of Crowds* by James Surowiecki. In it he refers to the popular TV quiz show *Who Wants to be a Millionaire?*, which I’m sure you’ve all seen. As you may know, contestants can get help with questions they can’t answer by either phoning a friend or asking the audience. As you might expect, calling an intelligent friend helps – sixty-five percent of the time, in fact. But here’s the interesting thing. The studio audience isn’t selected on the basis of their intelligence. So how often do you think they’re able to answer the question correctly?

Presenter: Good morning. Before I get down to the serious business of the presentation, I’d just like you to think for a few seconds what these letters, C and A, stand for... No, it’s not the famous store! In this case the letters stand for chocolate addiction, which **is the subject of my** presentation. My first point will be to define what chocolate addiction is – in the scientific sense, that is. Then I’ll give you some clinical data about chocolate addiction – this, I’m sure, will be of particular interest to those of you involved in the area of hyperactive children. And finally, I’ll describe the treatment suitable for acute forms of addiction.

Presenter: I imagine many of you here today have been to Italy on holiday. And no doubt, some of you have driven along the famous *Autostrada del Sol*, and noticed the large number of tunnels which have been carved through the rock. In fact, here in Italy, we have about 300 km of tunnels. Did you know, for example, that the total energy consumption for lighting this network of tunnels is equivalent to lighting a city the size of Turin?

But, in spite of all this investment, much of the lighting is inadequate, and is the cause of many car accidents. In fact, eight out of ten accidents in tunnels can be attributed to bad lighting, and many of these have fatal consequences. **So, in my presentation** today **I'm going to explain** the technical problems involved in lighting, and outline the investments we intend to make to improve efficiency and safety.

Presenter: As you know, for some years now, we've been using CBT, computer based training to train operators in our power stations to carry out different plant operations. However, the experience of Chernobyl has shown us that it is not enough simply to train an operator to carry out a certain set of operations, to know which switch to push or which button to press. He or she must also be aware of the effect of these actions on the whole process of the plant – in other words, our training needs to provide the operator with understanding of the process behind the procedures. **So, in my presentation** this morning **I'll be proposing** two new techniques which we need to incorporate in our CBT packages to improve our operator training.

So, there are many different techniques you can use to begin a presentation. One common technique is to state the objectives and the main points which you will include in the presentation. But if you want to catch your audience's attention more quickly, there are other techniques such as relating the subject to the real – life experience of your audience, or use some surprising facts.

A good introduction should include a brief statement explaining *the purpose of the presentation*:

- why you are there;
- what you are going to talk about.

You can do this: a) right at the beginning; b) by building up gradually, leaving your statement of purpose until the later part of the introduction. Both ways can be equally effective.

Here are some useful expressions for stating the purpose of the presentation.

- In my presentation I'll be proposing two new techniques which we need to incorporate in our CBT (Computer-Based Training) packages to improve our operator training.

- In my presentation today I'm going to explain the technical problems involved in lighting tunnels.

- This morning I'd like to review progress on the AFTA (ASEAN Free Trade Area) project.

- The subject/topic of this presentation is CBT for operator training.

- If you want to create more impact, you can change the normal word order and begin your statement of purpose with the word 'what'.

- What I'd like to do this morning is present the results of our study.

- What I'm going to explain this afternoon are the technical problems involved in lighting tunnels.

- What I'll be proposing in my presentation are two new techniques which we need to incorporate in our CBT packages to improve our operator training.

Many successful introductions include information about the main points to be developed during the presentation, and the order in which the presenter will develop these. This is called *signposting a presentation*.

Your introduction should contain some kind of signposting for the audience:

- tell them what you will be talking about;
- tell them in which order you will develop your points.

Signposting your presentation will help you:

- to define the limits of the presentation;
- to focus the audience on the aspects of the topic you want to talk about.

Here are some useful expressions for signposting a presentation.

- I'll be developing three main points. First, I'll give you... Second... Lastly...

- My presentation will be in two main parts. In the first part I'll... And then I'll...

- Firstly, I'd like to... Secondly, we can... And I'll finish with...

Here, there are some common presentations openings phrases.

Introducing the presentation:

Today I am here to talk to you about...

As you all know, today I am going to talk to you about...

I would like to take this opportunity to talk to you about...

I am delighted to be here today to tell you about...

Today I would like to outline...

Beginning the presentation:

I'll start with some general information on...

I'd just like to give you some background information about...

Before I start, does anyone know...?

As you are all aware/As you all know...

Exercises

Exercise 1. *Match the openings below to the stages A, B, C and D (see abstract 2 of the text). There are two openings for each stage.*

1. In the 60 minutes it will take me to give this presentation. 7,000 US businesses will go bust.

2. In my 15 years in Silicon Valley I've learned quite a bit about managing risk.

3. Somebody once said: "a brand is a promise". But what happens when that promise is broken.

4. By the end of this morning's talk you'll know how to say "No" and feel good about it.

5. My presentation this afternoon is in three main parts. Feel free to interrupt as we go along.

6. What I hope you'll get from this afternoon's session is a clearer idea of how CRM works.

7. I was fortunate enough to be part of the team at VW (Volkswagen) that developed the original GOLF GTI.

8. Today we're looking at options A and B. And I'll be happy to take questions at the end.

Exercise 2. *Mark the following phrases as T – to introduce the topic, P – to introduce the plan of your presentation, O – to set objectives, and Q – to deal with questions.*

1. What I'd like to do is to discuss...

2. If you have any questions, please feel free to interrupt.

3. In my talk today...

4. I'm going to deal with three aspects of the subject...

5. What I intend to do is to explain...

6. My topic today is...

7. Today, I'm going to talk about...

8. I've divided my presentation into three sections.
9. I'll be happy to answer questions at the end.

Exercise 3. *Look at the table below. What would you say to outline the purpose of the three presentations? Complete the phrases on the right. The first one has been done for you as an example.*

Purpose	Your words
1. Analyze the market for luxury holidays in the US	In this presentation I'll be analyzing the market for luxury in the US.
2. Review the performance of Aqua-Sparkle	In my presentation I'd like to...
3. Examine the case for a new blend of coffee for the French market	This morning I'm going to...

Exercise 4. *Expand the introductions. The introduction should include your statement of purpose; information about the main points which you will develop. The first one has been done for you as an example.*

Purpose	Main points
Analyze the market for luxury holidays in the US	<ol style="list-style-type: none"> 1. Holiday trends over last two years in the US 2. My ideas for types of holidays to offer

Example: In this presentation I'll be analyzing the market for luxury holidays in the US. In the first part of the presentation I'll be looking at holiday trends over the last two years in the US. Then, I'll give you my ideas about the type of holidays we should be offering.

A. Review the performance of Aqua-Sparkle	<ol style="list-style-type: none"> 1. Overview of fizzy drinks market 2. Performance of Aqua-Sparkle 3. Outlook for the next two years
B. Examine the case for a new blend of coffee for the French market	<ol style="list-style-type: none"> 1. General background about types of coffee 2. Patterns in coffee consumption in France 3. Our proposal for a new blend

Exercise 5. *You are at an international conference on Human Resources. You are going to give a presentation about selection and orientation procedures for employees due to go abroad. Develop the notes below as introduction for your presentation. Include a statement of purpose; signposting to outline the main points which you will develop in the presentation.*

Background	Increasing globalization of business – essential to select right people for overseas assignments.
Purpose	Look at the factors involved when identifying personnel to work abroad.
Points to develop	<ol style="list-style-type: none"> 1. Costs of sending people abroad. 2. Reasons why so many people return home before the end of their contracts. 3. Characteristics of good assignee. 4. Selection and orientation procedures.

Exercise 6. *You are the export manager of a British manufacturer of prestigious sports cars. Your company wants to increase its exports. At the moment exports represent 30 per cent of the business and are mainly to the US. The problem is that there are signs that the US market for sports cars is slowing down.*

Context	– A company meeting to discuss marketing strategy
Audience	– The management of the company
Purpose	– To present Japan as an attractive new market for your range of sports cars

Prepare an introduction for the presentation. Start with some relevant background and end by stating the purpose of the presentation. Include these surprising facts as evidence that your cars will sell well in Japan.

- *A BMW is on display at Tokyo's Narita Airport.*
- *Left-hand drive Mercedes are bought even though the Japanese drive on the left.*

Exercise 7. *The script below is the introduction for a presentation about sleep patterns and how they relate to executive stress. Re-work the introduction to make the style more personal and give the content more impact for the audience.*

Most people spend approximately 2,600 hours per year asleep. The purpose of this presentation is to present the findings of a study into people's

sleep habits. The study suggests that the time an individual spends asleep is inversely related to salary – companies which offer high salaries encourage individuals to substitute work for sleep. The presentation is divided in two parts. The first part describes the findings of the study in more details. The second part examines the implications for executive stress.

Exercise 8. *A. Choose one of the subjects below for a presentation.*

Water – Transportation in my city – Traffic – Energy sources in my country – The environment – Air travel – The press – Pollution in towns – Stress in life

B. Complete the details about the presentation you are planning.

Context
Audience
Purpose

C. Brainstorm some points which you can develop in the presentation.

D. Decide on your main points and an appropriate order in which to present them.

E. Prepare an introduction for the presentation. Do it in two ways.

- *Include a statement of purpose and a clear plan of the points you will develop.*
- *Bring your introduction to life. Include questions, unusual or interesting facts or illustrate it with real life events.*

Exercise 9. *Prepare an introduction for your own presentation. Use one of the frameworks below to help you organize your ideas.*

1. Opening remark/relevant	State purpose of presentation	Outline development
2. State relevant and surprising	State purpose of presentation	Outline development
3. Give background/ relevant facts	State purpose of presentation	a) Show benefits for audience b) Outline development

4. Involve audience by participatory activity	Give relevant background	State purpose of presentation and outline development
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Exercise 10. *Mr. Lopez is going to give a presentation of a new product to his colleagues in Citrus Inc., the soft drink manufacturer. He has drawn up a rough plan of the presentation. The plan shows the sequence of his talk and some of the phrases he intends to use. Use this plan in your own presentation.*

1. Introducing yourself: a) Good morning, Ladies and Gentlemen; b) We haven't met before, so I'd better introduce myself, I'm _____ from _____; c) I hope you'll excuse my English. I'm a little out of practice.

2. Preparing the audience: a) Good morning, Ladies and Gentlemen; b) I'll start with _____ and then move on to _____. Finally, I'm going to _____; c) I think, if you don't mind we'll leave questions to the end.

3. Delivering the message: a) Firstly, _____; secondly, _____; b) This brings me to my next point _____; c) I must emphasize _____; d) At this point we must consider _____; e) Now, to digress for a moment _____; f) To go back to my earlier point _____; g) Finally, _____.

UNIT 3

INFORMATIVE PRESENTATION

Read the texts and do the exercises given after.

Text 1

What is the informative presentation?

A. The definition and structure of an informative presentation

The purpose of an informative presentation is to promote understanding of an idea or to convey information. An informational presentation is common request in business and industry. It's the verbal and visual equivalent of a written report. Information sharing is part of any business or organization. Informative presentations serve to present

specific information for specific audiences for specific goals or functions. The type of presentation is often identified by its primary purpose or function. Informative presentations are often analytical or involve the rational analysis of information. Sometimes they simply “report the facts” with no analysis at all, but still need to communicate the information in a clear and concise format. While a presentation may have conclusions, propositions, or even a call to action, the demonstration of the analysis is the primary function. A sales report presentation, for example, is not designed to make a sale. It is, however, supposed to report sales to date and may forecast future sales based on previous trends. An informative presentation does not have to be a formal event, though it can be. It can be generic and nonspecific to the audience or listener, but the more you know about your audience, the better. When you tailor your message to that audience, you zero in on your target and increase your effectiveness. The emphasis is on clear and concise communication, but it may address several key questions:

- Topic: Product or Service?
- Who are you?
- Who is the target market?
- What is the revenue model?
- What are the specifications?
- How was the information gathered?
- How does the unit work?
- How does current information compare to previous information?

Presentation Components and Their Functions

Component	Function
Attention Statement	Raise interest and motivate the listener
Introduction	Communicate a point and common ground
Body	Address key points
Conclusion	Summarize key points
Residual Message	Communicate central theme, moral of story, or main point

You will need to address the questions to establish relevance and meet the audience’s needs. The five parts of any speech will serve to help you get organized.

B. Guidelines on creating the informative presentation

1. Topic	Choose a product or service that interests you, research it, and report your findings in your speech
2. Purpose	Your general purpose, of course, is to inform. But you need to formulate a more specific purpose statement that expresses a point you have to make about your topic – what you hope to accomplish in your speech
3. Audience	Think about what your audience might already know about your topic and what they may not know, and perhaps any attitudes toward or concerns about it. Consider how this may affect the way that you will present your information
4. Supporting Materials	Using the information gathered in your search for information, determine what is most worthwhile, interesting, and important to include in your speech. Time limits will require that you be selective about what you use. Use visual aids!
5. Organization	<ol style="list-style-type: none">1. Write a central idea statement that expresses the message, or point, that you hope to get across to your listeners in the speech.2. Determine the two to three main points that will be needed to support your central idea.3. Finally, prepare a complete sentence outline of the body of the speech
6. Introduction	Develop an opening that will: <ol style="list-style-type: none">1) get the attention and interest of your listeners;2) express your central idea or message;3) lead into the body of your speech
7. Conclusion	The conclusion should review and/or summarize the important ideas in your speech and bring it to a smooth close
8. Delivery	The speech should be delivered extemporaneously (not reading but speaking), using speaking notes and not reading from the manuscript. Work on maximum eye contact with your listeners. Use any visual aids or handouts that may be helpful

C. Detailed Guidelines

The higher you advance in your career past the entry level, the greater the chance that you will need to be skilled in giving presentations. When you first begin working in an organization, most of your oral presentations will be done in-house unless you are in sales. Oral briefing is designed to present summary of facts in short period of time. Briefing may be given to an individual, to a small group, or to an entire department. Many briefings are informal. Other briefings are more formal. Longer presentations require visuals. Oral report is designed to present complete details and is longer than a briefing (usually more formal). Often decision-making teams are required to prepare both written and oral reports on a problem and their recommendations for solving it.

Knowing your audience is critical to giving a successful presentation – business audiences are not always the same – you must be able to relate your presentation to their interests and needs. You must know the answers to the questions: How many people will be present? Are they coming by choice? Who are they? What do they know about your topic? Do they know you? Any negative biases they have? Identify them as one of four basic types: Friendly – Neutral – Uninterested – Hostile.

The general topic is usually predetermined. If you are asked to select your own topic, be sure to pick a topic that fits your audience, that highlights your knowledge, and that is of real interest to you. You must be ready to narrow your topic by focusing on a specific goal or objective. The objective should answer three questions: What do you want to accomplish? What do you want your audience to take away? What do you want your audience to do with the information? Write exact purpose statement. In order to add to personal credibility you should search for new ideas, new authors, and newly published or posted information. Novel ways to present important but older information are charts, graphs, pictures, and photos which add interest, clarify, and prove Why and What to research? Where to research? Inexperienced speakers often make one of two mistakes: 1) do too little research because they plan to rely on their personal knowledge and experience; 2) use only the Internet to do their research. You need to present research from additional sources: using information from other respected sources shows you are an objective and informed speaker. You must keep three facts in mind: 1) not all information on the web is authoritative; 2) unless you know where to look, it is possible to

spend hours on the Internet without finding the information you need; 3) many valuable sources are not available on the web. Before going online do your homework: prepare a rough-draft outline of the main points and supporting points you think you might use in your speech. When you visit the library looking for print materials and electronic databases, make a list of keywords and phrases ahead of time. Search one or more electronic databases. If you are relatively unfamiliar with your topic, it's a good idea to begin your search for information with the following print materials: books, magazines/journals, refereed journal articles, newspapers, specialized dictionaries and encyclopedias, other library resources.

Pay attention to organizing your information. Speakers should definitely be concerned with organization for several reasons. Organized information is easier for listeners to comprehend, to remember, to take notes from, and more likely to keep their attention. Organized information causes listeners to judge speakers as being more credible. Organized information is easier for the speaker to remember. Organized information gives the speaker confidence.

The introduction has four important steps: capture the attention of your audience; motivate them to listen by showing your presentation's benefit to them; convince them that you are qualified to speak on the subject, make your purpose and main points clear in a thesis statement. To capture the audience attention you can reveal one or more startling facts, ask a question, tell a joke or humorous story, briefly cite two or three specific incidents or examples, refer to the specific occasion, quote or paraphrase, briefly demonstrate the item or skill you will be discussing. Although humor can be effective in a presentation, self-disparaging humor can have a negative effect. Humor directed at one's occupation or profession does not harm a speaker's image.

The conclusion has two steps: 1) provide a final summary of your purpose and main idea; 2) end with a memorable closing thought to refocus audience attention. Final summary can be general or specific. The intent is to clarify for the listeners any confusion about the purpose and main points of your presentation and to refocus them on what they have learned.

Closing thoughts serve as a final attention-getter whose purpose is to give audience a thought or challenge that will keep them thinking about your presentation long after it is completed. Any attention-getters that can be effective in your introduction can also be used successfully to conclude your presentation. One method is to refer back to your opening remarks.

Giving your presentation look confident and relaxed. Look directly at your listeners and smile occasionally. Dress in a professional manner. Use natural gestures. Sound conversational, natural, and enthusiastic. Vary your volume. Vary your pitch. Vary your emphasis. Vary your rate. Use language that is informal, vivid, and specific. One of the most serious mistakes a speaker can make is to try to impress listeners by using long or extremely technical words or jargon.

Exercises

Exercise 1. *Answer the questions on the text.*

1. What are the functions of an informative (informational) presentation?
2. How can the variety of informative presentations be explained?
3. What is the emphasis usually made on in the informative presentations?
4. What are the main components of an informative presentation?
5. How do oral briefings differ from oral reports?
6. Why is it so important to know as much as possible about your audience?
7. What three main questions must you answer when selecting your own topic for the presentation?
8. What are the main sources of information for your presentation?
9. What two main mistakes do inexperienced speakers make while creating their presentations?
10. What is recommended to do before going online?
11. What are the advantages of organized information?
12. What are four important steps of the introduction?
13. What steps is the conclusion of a presentation composed of?
14. What is the purpose of final attention-getters?
15. What does the word “vary” refer to when we speak about presentations?

Exercise 2. *Write a brief summary of a class or presentation you personally observed recently; include what you learned. Compare with classmates.*

Exercise 3. *Search online for an informative speech or presentation that applies to business or industry. Indicate one part or aspect of the presentation that you thought was effective and one you would improve.*

Exercise 4. *Pick a product or service and come up with a list of five points that you could address in a two-minute informative speech. Place them in rank order and indicate why.*

Text 2

The example of the informative presentation

Presenter: I'd like to start with an overview of the total market for lemonade drinks. If you look at this chart you can see lemonade continues to perform poorly with consumer purchases down by seven per cent across the country. And you can also see that lemonade continues to perform worse than the fizzy drinks market as a whole, which is only down three per cent. A key area of concern is the southern region where purchases have dropped by 14 per cent. The main explanation for this decline is reduced disposable income in this area due to very high interest rates, and also to high commitments on mortgages and other types of loans. At the moment the north is outperforming the market as a whole, down only one per cent. But, the fact is, this region only accounts for 12 per cent of our lemonade sales. So, the overall performance of the lemonade category has not been very good and, unfortunately, the general outlook is no better with declines likely to continue well into next year.

Let me now turn to the brand performance of Aqua-Sparkle and look at our six months' sales performance in different types of outlet – National Grocers, Independent Grocers and Neighbourhood Stores. Looking at the chart now you'll see that, at first glance, the performance for the first part of the year is disappointing with sales three per cent down on plan, especially against last year's performance when the brand showed a one per cent increase. But in fact, this three per cent decrease is a considerably better performance than the lemonade category as a whole, which you'll remember, was seven per cent down on last year. So, that's the general picture for Aqua-Sparkle, and now let's look at the brand's performance in each of the three types of retail outlet.

First, the National Grocers. This sector has shown the most solid performance with a considerable improvement on last year. A particular reason is the one –pack promotional campaign within National Grocers, which is clearly having the desired effect on sales.

In the second sector, Independent Grocers, the brand performed badly. As you can see, the rate of sales is well down on last year, and several customers have actually delisted Aqua-Sparkle, which is obviously a very worrying trend. The key problem here is price. Competitors have been discounting heavily with a consequent reduction in retail shelf-price. This means that now, in this sector, Aqua-Sparkle is priced much higher than the competition. One obvious solution would be to follow the lead of our competitors and discount Aqua-Sparkle, but we have decided not to do this as it would affect the brand's premium positioning, which we want to maintain. So in this particular sector, Independent Grocers, we can see further declines being likely.

That leaves the final sector which is Neighbourhood Stores. Here the sales for the year so far are five per cent behind the plan and two per cent behind the equivalent period for last year. But this result is not as disappointing as it first appears, and in fact represents a one per cent improvement on the first quarter. This slight improvement can be attributed to the recent sales drive in the area. And we're confident that the performance is finally beginning to turn around.

Now, what about the profitability of the brand? As this chart shows, in spite of some of the problems I've mentioned, gross profit is showing good growth with the profit per litre up 2.7p on last year. There are two reasons for this. First, better control of discounts. As I said, we're deliberately not discounting in order to maintain the premium positioning of the brand. Second, we've managed to achieve a reduction in packaging costs. So, if you look at our total gross profit, you'll see that we are, in fact, eight per cent ahead of our target. This is clearly a very encouraging result.

So, that completes my overview of the current situation and, now I'd like to move on to the outlook for the future of the market as a whole, and Aqua-Sparkle in particular.

Exercises

Exercise 1. *Complete the missing words in each extract.*

Extract 1

A key area of concern is the southern region where purchases _____ 14 per cent. _____ decline _____ reduced

disposable income in this area _____ very high interest rates,
_____ high commitments on mortgages and other types of loans.

Extract 2

First, the National Grocers. This sector _____ the
_____ with a _____ last year. A _____ the one-
pack promotional campaign within National Grocers, which is clearly
having the desired effect on sales.

Extract 3

In the second sector, Independent Grocers, the brand
_____. As you can see, the rate of sales _____ last
year, and several customers have actually delisted Aqua-Sparkle, which is
obviously a very worrying trend. _____ here _____
price. Competitors have been discounting heavily with a _____ in
retail shelf-price. This means that now, in this sector, Aqua-Sparkle is
priced much higher than the competition.

Extract 4

_____ gross profit _____ with the profit per
litre up 2.7p on last year. _____ two _____ for
_____, a better control of discounts. As I said, we're
deliberately not discounting in order to maintain the premium positioning
of the brand. _____, we've managed to achieve a reduction in
packaging costs.

Exercise 2. *The notes below summarize three main points for a presentation reviewing the performance of chocolate products. What would you say to develop each point? Follow the model.*

Point 1

Describe trend: Slight decrease in chocolate consumption.

First explanation: General change in eating habits, with a move away from sweet things.

Second explanation: Increasing pressure from health lobbies.

Model: There's been a slight decrease in chocolate consumption. One reason for this is a general change in eating habits, with a move away from sweet things. Another reason is increasing pressure from health lobbies.

Point 2

Describe trend: Market for boxes of chocolates always difficult.

First explanation: Seasonal market.

Second explanation: Major sales around Christmas – lower sales volume for the rest of the year.

Point 3

Describe trend: Sales of bags of chocolates well below target.

Add comment: Very disappointing result.

First explanation: A lot of production problems at the start of the year.

Second explanation: High level of competition.

UNIT 4

PERSUASIVE PRESENTATION

Read the texts and do exercises given after.

Text 1

What is a persuasive presentation?

The second type of presentation is a persuasive presentation. The defining factor of a persuasive presentation is that it “moves” the audience, either in their perceptions/opinions/beliefs, or to engage in an action. To accomplish this in a speech, you must effectively and ethically: 1) capture audience attention; 2) use one or more of the 3 “tools of rhetoric” (ethos, logos, pathos); 3) close with a “call to action” or perception by which the audience receives some value (e.g., by making this investment, I will gain financially and help save the earth). So, the goal of a persuasive presentation is to influence a change in the belief, attitude, or behavior of another person when that person has some degree of free choice. Persuasion is powerful and when you do it well – it's a win for your audience, a win for your business, and a win for making the world a bit better. What makes a presentation and presenter persuasive?

There are 4 critical factors, or, in other words, persuasive communication tools: *logos, pathos, ethos and passion*. The first three are “tools of rhetoric” which were mentioned by Aristotle.

1. Translated from Greek, logos means logic. Information must make sense – it needs to be organized logically so people can follow along. Not only is organization important, but so are the facts and figures that make your case. Information that hits the “head” falls into the logos category. Logic alone, however, isn’t enough to spur people to action – it’s critical to justify the movement. That’s why Aristotle said that along with logos, you also need pathos.

2. Pathos = emotions. We are moved by our emotions – hitting the heart and the gut. Not everyone is moved by the same things, however. Some people are motivated by money; others by prestige or power. The better you know the people that you want to persuade (their demographics, job levels, reasons for being there, etc.), the better you can use examples that will move them. Overall, a speaker’s goal is to create a need – driven by the positives that the people will achieve by doing what the presenter suggests or the pain they will experience by not doing it.

3. Your ethos is your credibility. If people believe and trust you as a speaker, you will have a much easier time getting them to believe what you have to say. If they don’t like or trust you, it would be rare for them to buy into your ideas. There would always be an undercurrent of skepticism. This “unearned” credibility can come from the bio (biography) audience members read before attending your presentation, or in the words of an introducer reading your prepared introduction.

4. No matter what the message, a speaker must deliver it with passion. Vocal variation makes the message convincing. Those who are called motivational speakers are high content speakers who are passionate about their message. Not only is vocal passion critical, but it must be congruent with the presenter’s visual body language.

There are no boring topics. Boring is an attitude. There are boring speakers. If your message can help audience members, and you believe in its content, it is up to you to deliver it enthusiastically so that people get excited. Persuasive speaking can be used for the greater good or for negative purposes. Each listener should be aware of the ultimate purpose of the person presenting the message. It is easy to be swayed when the speaker is using logic, emotion, unearned credibility and passion. Use these persuasive speaking tools well.

There are many ways to organize your information in a presentation, to be more persuasive. Three techniques include:

A. Motivated sequence

Attention, need, satisfaction, visualization, and appeal to action.

1. The attention step is designed to gain the audience's attention, and create goodwill and respect between the presenter and audience.

2. The need element is developing a general problem and relating it to audience members' desires. Remember, the needs are theirs and not yours.

3. Satisfaction is showing how your service or product solves the problem. It points out the features of your product/service and benefits to audience members.

4. Visualization is to intensify the desire of audience members to move ahead with the solution you proposed. You describe how things will be after the proposal is adopted, and further explain the benefits.

5. Lastly, the action step is when you urge audience members to take action – with the objective to close your presentation with a sense of completeness, spurring people to act.

B. Reflective

Present a problem; give several alternatives; evaluate them; select the best. If you already have the solution, you want to ensure that your information supports that solution. Here are 8 steps a presenter follows when using this speech organization method:

- 1) introduction;
- 2) problem (establishing criteria for evaluating the options);
- 3) possible solution (evaluate using the criteria; start with the positives and end with the negatives – making sure that the negatives outweigh the positives);
- 4) repeat step 3 again;
- 5) your choice;
- 6) possible solution (reverse your approach by mentioning the negatives first, and end with the positives – making sure that the benefits outweigh the negatives);
- 7) review (problem, criteria, and optimum solution);
- 8) call to action/memorable statement.

C. Proposition to proof

In your introduction, present your proposition; then prove it throughout the body of your speech. Conclude with an appeal to accept or act upon your proposition. Here are the 5 steps a speaker uses when using this method to organize a presentation:

- 1) introduction;
 - 2) state your proposition (what you want them to believe or do);
 - 3) proof (give reasons – logical and emotional – that support the proposition);
 - 4) review;
 - 5) call to action/memorable statement.
- If you want the audience to accept your plan, it is very important to build convincing arguments.

Exercises

Exercise 1. *Answer the questions on the text.*

1. How does the persuasive presentation differ from the informative presentation?
2. What is the goal of a persuasive presentation?
3. What requirements should be met to achieve the goal of a persuasive presentation?
4. What makes a presentation and presenter persuasive?
5. What are major persuasive communication tools?
6. What tools of rhetoric do presenters follow in order to give a successful persuasive presentation?
7. What is meant by “logos” as one of the tools of rhetoric?
8. Why do we consider pathos and emotions to be equivalents?
9. What does the word “ethos” mean?
10. Whom do we call motivational speakers?
11. What techniques are used to make a presentation more persuasive?
12. What components does a motivated sequence include?
13. What is meant by the reflective technique?
14. What are the steps of presenting the problem being discussed?
15. How do experts recommend to finish your presentation?

Exercise 2. *A. Read five extracts where the presenter is assessing the current organization of the company’s computer activity in Europe. Notice the different ways the presenter builds up the arguments to convince the audience of the need for change. Pay attention to the bold words which are common for presentations.*

Extract 1

Presenter: There are certain advantages for the systems staff. **Because** each data centre needs to be self-sufficient and provide a full range of services, there's a greater variety of work, and a constant need for the updating of skills. **The result is** a range of challenging jobs and a high level of job satisfaction and motivation among the computer staff.

Extract 2

Presenter: **However**, a major drawback is the vast amount of duplication which is going on in the data centres; duplication of both equipment and skills. The fact that you provide support for all your users means that you need to maintain the same equipment in each data centre. Equally, you also need people with the same skills in each place. **And because** you have a lot of people doing the same jobs in different locations, there's a great waste of resources. **So, clearly**, maintaining this level of duplication has **a negative cost impact** on the company.

Extract 3

Presenter: So, to summarize. **Although** the present organization of your computing facilities offers some benefits, it obviously isn't working to maximum efficiency. **Moreover**, it costs the company a lot of money.

Extract 4

Presenter: Over the last ten years a great deal of time and money has been spent on developing new administrative systems, **and so** today management's needs are largely catered for. **On the other hand**, at the plant level, business is evolving rapidly and there's a growing need for more sophisticated computer applications. It's **because of this** that you need to shift resources from administration to manufacturing systems development.

Extract 5

Presenter: **Given** the trends I've just outlined, we proposed that you leave the manufacturing data centres as they are. **However**, we see a major need for consolidation in the administrative data centres.

B. The statements given below express the main idea of the extracts above. Match them with the appropriate extracts.

- a) The presenter summarizes the situation.
- b) The presenter makes her final recommendation.
- c) The presenter explains the benefits of the current organization for the user.
- d) The presenter argues the case for change in the organization of the administrative data centres.
- e) The presenter balances her argument by showing the disadvantages of the current organization.

Exercise 3. *Connect the points following the instructions and the model below. You may use connecting words from the extracts of exercise 2.*

Model: Show a factual relationship between cause and effect.

Point 1. There has been a 20 per cent increase in business.

Point 2. The work load has increased considerably.

Over the last period there has been a 20 per cent increase in our business. And, as a result, the work load has increased considerably.

A. Show a factual relationship between cause and effect.

Point 1. There has been a substantial increase in business.

Point 2. Staff are working a considerable amount of overtime.

B. Build up the arguments to show an implied but unstated consequence – consumer service has deteriorated.

Point 1. The sales team has to spend so much of their day on extra administration.

Point 2. They have less time for customer service.

C. Argue the case for change – the recruitment of extra staff.

Point 1. If we recruit extra staff, our costs will increase.

Point 2. If we do nothing, we will certainly lose staff.

Point 3. We cannot afford to lose good staff whom we have spent years training.

Text 2

The example of the persuasive presentation

Presenter: So, for the rest of this presentation I'll be talking about the options we've considered for consolidating the administrative data centres. In fact, we've looked at three different options. First, to run all your computing from three regional centres, one in Bristol for the UK, one in Barcelona for Southern Europe, and one in Frankfurt for the rest of Europe. So, what are the benefits of this option?

First, you'd achieve a reduction in the number of data centres from seven to three. And, at the same time you'd also keep a relatively high level of decentralization so that you could continue to provide high quality end-user support.

There are, however, some practical problems that would make it very difficult to implement this solution. First, the question of what to do with the staff from the data centres which would be closed down. Second, there are serious space problems in Bristol and Barcelona. Third, and most seriously, you wouldn't achieve the full optimization you're aiming at because you'd still have some problems of duplication.

So, the second option we considered was to expand one of the existing regional administrative data centres. The major benefit in this case would be full optimization of your computer resources. It would maximize your use of manpower, eliminate duplication, and result in clear cost savings. But there are problems here too. If you expanded Bristol, Barcelona, or indeed Frankfurt, you would have even greater space problems. But the real disadvantage is the length of time it would take to carry out the change from seven data centres down to just one.

So, now let's look at the third option, to organize a new data centre for European operations. We aren't suggesting that you build your own centre. That would be too expensive. Our proposal is that you sub-contract all your administrative computing requirements to an outside computer services company. Now, on the surface, this seems to be a more expensive option in terms of the cost per computing hour. But the benefits are very clear. You'll achieve all the advantages of full optimization – a more efficient use of resources and manpower – which will result in

considerable savings in the long term. But the main benefit is the time it would take to implement the change. We estimate that with this option complete changeover can be achieved in just a year.

Exercises

Exercise 1. *Notice how the presenter explains three options, not just the case for the preferred solution.*

Exercise 2. *Notice the expressions and sentences the presenter uses to explain the different options, and to move from point to point.*

Exercise 3. *Complete the missing words in the extract holding to the following plan (stating the options, stating first option, moving to the benefits, moving to the weaknesses).*

In fact, _____ three different _____. _____, _____ run all your computing from three regional centres... So, _____ _____ benefits of this option? First, you'd achieve a reduction... _____, some practical _____, that would make it very difficult to implement this solution. First, the question of...

UNIT 5

HOW TO ORGANIZE THE INFORMATION

Read the text and do exercises given after.

Signposting the route

In a longer presentation it is useful to signpost the presentation to show where one part ends and a new one starts. This helps to orientate by making the structure of the presentation clearer to follow.

Giving a good presentation is not only about delivery, enthusiasm and rapport. On a more basic level, it's about smoothly navigating your

way through your material. When you present, you take your audience on a journey from where they are at the beginning of your talk to where you want them to be at the end. As your passengers, they have some idea of where you're headed and how long it will take to get there, but they don't know the exact route you've chosen or what they'll see on the way. So don't be like a bad driver who forgets to signal before he makes a turn. Give clear signals at each stage of your presentation to tell them the direction you're taking.

In a presentation, as on a journey, you may want to "turn off the main road" and change the subject or even digress for a moment. You may want to speed up or slow down or go back to a place you passed earlier that looked interesting. Referring to points you made earlier in your presentation is a good way to show the coherence of your talk and strengthen your arguments. Mentioning what you'll be talking about next can build anticipation, as long as you don't get too much ahead of yourself!

So, whenever you change direction in a presentation, as on a car journey, it's a good idea to indicate and, if a presentation is a kind of journey, then the ability to signpost that journey is clearly critical.

Exercises

Exercise 1. *Answer the questions on the text.*

1. Is a presentation just a delivery of some information?
2. Why is it helpful to signpost a presentation if it is rather long?
3. What can a good presentation be compared to?
4. What is the way of strengthening the arguments given by the presenter?
5. How can a presenter build anticipation for his listeners?

Exercise 2. *Complete the "signpost language" below: 1) ask; 2) digress; 3) expand; 4) move; 5) return; 6) start; 7) summarise; 8) asking; 9) closing; 10) coming; 11) giving; 12) going; 13) outlining; 14) turning.*

1. I'm going to (a) off by (b) our main goals today, (c) you a brief overview, (d) you all a question.
2. Let's (e) on to the subject of...
3. I'll be (f) on to this later.
4. OK, (g) for a moment to the question of...

5. To (h) to my main point here.
6. Let's (i) on that a little.
7. (j) back to what I was saying earlier.
8. To (k) for a moment.
9. In (l), I'll just (m) the main points we've looked at.
10. I (n) you to remember one thing.

Exercise 3. *Decide whether the phrases below refer back or point forward.*

1. Earlier we saw...
2. This leads us on to...
3. As you'll recall...
4. Later we'll see...
5. You'll remember...
6. So, the next question is...
7. As we discussed...
8. This brings us on to...
9. This goes back to...
10. By the end of this talk...

Exercise 4. A. *Study the plan below. It shows the structure of the presentation for Aqua-Sparkle (informative presentation in Unit 2).*

Part 1. Market Overview.

Part 2. Brand performance of Aqua-Sparkle.

Point 1. Sales performance in three types of outlets:

- a) National Grocers;
- b) Independent Grocers;
- c) Neighbourhood Stores.

Point 2. Profitability of brand.

Part 3. Outlook for the future.

B. *Look through the presentation about Aqua-Sparkle (Unit 3, Text 2). Notice the phrases and sentences the presenter uses to introduce each main part of the presentation and to move from point to point. Complete the phrases and sentences following the notes on the right.*

Phrases and sentences	Notes
_____ an overview of the total market for lemonade drinks.	Introduces the first part – market overview.
_____ the brand performance of Aqua-Sparkle...	Moves to the second part – brand performance.

_____, that's the _____
for Aqua-Sparkle, and _____
_____ the brand's performance in
each of the three types of retail outlet...

Summarizes and moves to
the first point – performance
in different outlets.

_____, _____ the
profitability of the brand? ...

Moves to the second point –
profitability.

_____, _____ my
overview of the current situation, and

Summarizes and moves to
the third part – the outlook.

_____ _____
_____ the outlook...

Exercise 5. *The plan below is for a presentation reviewing performance of chocolate products.*

A. Study the plan.

Part 1. Levels of chocolate consumption.

Part 2. Performance of three product segments.

Point 1. Performance of two segments: chocolate bars; boxes of chocolates.

Point 2. Performance of bags segment.

Point 3. Outlook for the future.

B. Complete the phrases the presenter uses to make the structure of her presentation clear to the audience. Match the phrases below 1 – 5 with phrases a – e.

1. Now turning to...

a) our two top performing segments.

2. That gives you an overview of
how the three product segments
have performed...

b) and now I'll move on to the
outlook for the future.

3. I'll start with...

c) the performance of our three
product segments, in terms of
market share.

4. Before analyzing the performance
over the last 12 months...

d) the remaining segment, bags of
chocolate.

5. So now, if we could look at...

e) I'd like to give you some facts
about levels of chocolate
consumption.

C. Look at the presentation plan above. Put the sentences in the correct order for the presentation.

UNIT 6

PRESENTER'S PERSONALITY

Read the texts and do the exercises given after.

Text 1

Voice power

All great speakers impress through the power of their voice. How you sound is the most direct reflection of your personality. In a presentation, a large part of your personality is communicated through the power of your voice. In fact, the word “personality” comes from the Latin “persona”, which literally means “through sound”. So if there’s one thing you really need to master as a presenter, it’s how you sound.

But when you’re presenting in a foreign language, and finding it hard enough just remembering what to say, the voice often loses its personality. You quickly end up speaking like a robot and putting your audience to sleep.

So, here are five simple ways to power up your public speaking voice and keep your audience engaged.

Number one: kill filler, um, you know, like what we say when we’re, um, not sure what to say next. In a conversation, it’s a useful signal that tells the other speaker we haven’t quite finished. In a presentation, it’s the surest way to sound boring and unprepared.

Number two: slow down. One reason we need to use filler in the first place is because we tend to speak too fast, especially when we are nervous. So, slow down: give yourself some breathing space.

Number three: pause. When you pause in a speech you give yourself time to think about what to say next and your audience time to think about what you’ve just said. So whenever you feel like, errrrrr... using filler, don’t. Pause instead.

Number four: use emphasis. To make your message really stand out, it’s crucial that you emphasize your key points. In English, some words – generally, nouns and verbs – are stressed more than others. This is not the case in all languages, but if you don’t do it in English, you’ll sound flat and monotonous.

Number five: vary volume. Don't limit yourself to the volume of your natural speaking voice. You can add extra emphasis either by speaking a little louder to reach out to the audience, or by speaking a little quieter to draw them in.

In English, word stress is an important part of how we communicate, and changing what we stress can radically change what we mean.

Never try to be something you're not in a presentation. Try to aim for balance of conversational and presentational styles to gain maximum impact. Capitalize on your strengths, making some allowance for your audience's preferences. It's a good to learn how to vary your voice, but remember that the most important thing is to be authentic.

Exercises

Exercise 1. *Answer the questions on the text.*

1. What is the literal meaning of the word "persona"?
2. When does the presenter's voice lose its personality?
3. How can fillers spoil your presentation?
4. When is it recommended to slow down your presentation?
5. How can a pause in your speech help you and your listeners?
6. What is the role of emphasis in everybody's speech?
7. What can you do not to sound monotonous in your presentation?
8. How do you understand the phrase "capitalize on your strengths"?

Exercise 2. *Read the following pairs of sentences, laying the stress on the underlined words. Comment on the difference.*

1

- a) We haven't seen a massive improvement yet. But it's a good start.
- b) We haven't seen a massive improvement yet. But my guess is we soon will.

2

- a) The market may be declining. But fortunately our market share isn't.
- b) The market may be declining. Or this could just be a temporary blip.

3

- a) We do pretty well in the States. But we don't do well in Europe.
- b) We do pretty well in the States. But not as well as we could be doing.

4

- a) Turnover is up on Q3. But profits are down.
- b) Turnover is up on Q3. But that was a particularly bad quarter.

5

- a) It's hard to gain a foothold in India. But not impossible.
- b) It's hard to gain a foothold in India. But harder still to gain one in China.

6

- a) There are a couple of points I'd like to make. And both concern cash flow.
- b) There are a couple of points I'd like to make. And then I'll hand you over to Jan.

Exercise 3. *Compare two extracts from the presentations given by different speakers. Which of them would you choose as a sample? Why?*

Extract 1

Hi, everybody. Er I just wanted to... oh, I just wanted. OK, I just wanted to... I, um... I finally got the opportunity to go through all the evaluation forms, um... from er last week's... um sales er sales training seminar and... um... wait a minute... ah... yeah... last week's sales training seminar, so, er... OK, er... I just wanted to share with you... some of the things... that, um, people really gained from... from the sessions...

Extract 2

OK, as you know, for the last three months we've been rethinking the staff induction program. We started out with the name "induction program", "induction program". Well, what does that say to you?... Yeah, right. What it says to us – you're about to be sucked into the machine!

Well, isn't a welcome really what we are trying to provide anyway? Why are we making people's first weeks at the company a bore with all the health and safety regulations and legal forms to fill in, when we should be making them welcome? Why not a party, a well-chosen gift, a couple of long lunches with the boss, who, let's not forget, is the number one reason, why most people quit their jobs!

Text 2

Body language

Many body language experts would have you to believe that the way you look and move in a presentation makes up more than half your overall message. But this is a bit of an exaggeration. A presenter's main objective

is simply to come across as natural and comfortable. And focusing too much on what you might be doing wrong is only going to make you self-conscious.

So relax. Take it easy. There aren't any hard and fast rules about this. In general, slower movements and subtle gestures will communicate calm and confidence, whilst faster movements and more expansive gestures will communicate energy and enthusiasm.

So, you need to make your voice just a little bit louder, your movements just a little bit more deliberate and your gestures just a little bit more expansive than usual.

As long as you don't try to compete with your visual aids, you'll always be the audience's centre of attention. Come out from behind the podium or PowerPoint projector and let them see you!

So get the balance right. If you tend to be a bit static when you speak in public, then you might think about losing up a little. If, on the other hand, you are more the hyperactive type, then try to tone it down a fraction – especially at the start.

Certainly there are things you can do which may distract your audience – particularly if you do them repeatedly. Here are some common body language no-nos:

- pacing up and down;
- swaying or wobbling as you speak;
- creating a barrier by folding your arms;
- doing funny things with your hands;
- fiddling with clothes, hair or jewellery;
- appearing too casual or too aggressive;
- or simply doing nothing at all.

Avoid these if you can. But, above all, remember that your movements and gestures should always support what you are saying and never contradict or distract from it. Unless you have a particularly distracting habit, your body language usually becomes less important as your talk progresses.

Exercises

Exercise 1. *Answer the questions on the text.*

1. How can presenters' movements affect the quality of presentation?
2. What does a presenter use movements and gestures for?

3. Which is better for a presenter; to be static or hyperactive?
4. What kind of a presenter's body language can distract his audience?

Exercise 2. *A. Read the comments of the communication experts.*

“Act natural” is always good advice. But, remember, when you present, you are not speaking face to face, face to faces. To reach out to your audience you need to be just a little bit larger than life. You are your most important visual aid.

Begona Arsuaga

When your body language is out of alignment with your verbal message, people believe what they see – not what you say.

Carol Kinsey Goman

B. Discuss the following questions with a partner.

1. How easy is it to “act natural” in front of an audience? How could you make your body language “just a little bit larger than life”?
2. How far do you agree that your main visual aid is you?
3. When you present, in what ways do your actions “speak louder than words”?

Exercise 3. *Memorize the short presentation extracts below, one at a time, and then take turns to present them. What gestures feel natural for you?*

- As you know, the project has been a huge success.
- On the one hand, it's very high quality. But on the other hand, it's expensive.
- I think we can eliminate Option B straight away.
- But this isn't about me. It's about you, every one of you here today.
- So, what's the long-term trend? Frankly, who knows?
- It just isn't working. And there are two main reasons for this.
- We're aiming to expand our product range by 25 %.
- So, our goal is to increase productivity whilst cutting back on costs.
- For us at the moment R&D is a top priority.
- The whole thing has been a disaster from start to finish.
- Profits have gone up from six to eight million dollars.

- Firstly, it's highly effective. Secondly, it's highly efficient. And thirdly, it's high time we did it.
- And it's powered by the tiniest microchip you've ever seen.

Exercise 4. *Do you think it's possible to show the following qualities through your body language?*

Leadership, charisma, honesty, enthusiasm, confidence, conviction.

Exercise 5. *Divide the following behaviours into those which convey a sense of authority and those which create rapport.*

Wait; maintain lots of eye contact; use subtle gestures; talk slowly; look slightly above the audience; ask lots of questions; stand still; use humour; listen; imagine you are talking to a small group of friends; imagine your presence fills the room; say less; talk low; get excited.

Exercise 6. A. *Choose a subject you feel strongly about and prepare a short presentation on it. Spend 10 minutes making some notes. The following template can help you to prepare your presentation.*

Presentation topic – 15 sec.

My feelings about it – 45 sec.

Why I feel so strongly – 45 sec.

Concluding remarks – 15 sec.

B. When you're ready, present your opinion and let your body follow your words.

UNIT 7

RAPPORT BUILDING

Read the text and do exercises given after.

Creating an impression of openness to your audience has a lot to do with your body language. If you appear relaxed and comfortable in front of them, they'll relax and be comfortable too. Audiences take their lead from you. If you appear nervous and self-conscious, you'll make them tense as

well. If, on the other hand, you come across as overconfident, you may antagonize them into resisting your message.

A presentation is a very one-sided form of communication. Usually the audience can't easily interrupt or contribute. So it's asking a lot to expect them to stay focused, unless you can somehow make your presentation feel more like a two-way conversation.

Perhaps the best way to do this is simply to ask lots of questions. Question tags in particular create the illusion that you're having a conversation with your audience. Don't just say "interesting". Say "interesting, isn't it?"

Another inclusive question type is the negative question form. Don't just say "There's need for more transparency". Say "isn't there a need for more transparency?" This also sounds much more persuasive.

One very simple way of building rapport with your audience is to avoid addressing them as "you" and talk about "us" instead.

And, finally, use plenty of involvement expressions – expressions like: "I know what you're thinking", "If you are really like me" and "What if I was to say to you". Adopting a semi-conversational tone like this is especially effective if you're presenting to small groups.

Now in most presentations there are only two things an audience can do to show their appreciation – applaud and laugh. Applause usually only comes at the end of your talk. But laughter can come at any point, even right at the beginning.

So, how do you get it? Jokes seem the obvious choice. But jokes are high-risk. If nobody laughs, you look bad. So, if you do tell a joke, keep it short and make it relevant. A safer strategy is to refer to an amusing quote or saying. Another fairly safe option is a funny story. Funny stories are often better than jokes. Jokes create the expectation of a laugh. Stories don't. The laughs if they come, are a bonus. And when you make people laugh, you make them more open to your ideas. Laughter is non-verbal agreement. A little humour would make your communications more engaging, persuasive, and memorable.

So, humorous stories are memorable and, if relevant, help you get your message across more effectively. Laughter raises energy levels, a good thing in any talk, but especially a long one. Humour is something both speaker and audience can share, so you build rapport through laughter. It gives your audience a breathing space between different parts

of your presentation and can even help you to phase your talk. It reduces stress: when the audience laughs everyone can relax, you included. But humour can be distracting, especially if it has no connection with what you are talking about. It can confuse an audience whose English is not so good. It can be embarrassing if it looks as if you are expecting a laugh and you don't get one – take a while to recover from a failed joke. In cultures very different from your own it can be easy to unintentionally give offence by using the wrong kind of humour. The matter is that verbal humour and wordplay are the most “easily lost in translation”, but other simpler kinds of physical or visual humour may still work well.

Connecting with your audience is always your first priority in a talk. Good eye contact is essential. Talk to them, not at them! Smile from time to time. Project your voice a little more than usual, but not so much that it sounds as if you're lecturing. Never try to be so serious and professional that you lose the vital connection. And remember that when things go wrong or you make a mistake, if you can see the funny side, it may just be an opportunity to build rapport.

Exercises

Exercise 1. *Answer the questions on the text.*

1. Why is a presentation considered to be mostly a one-sided form of communication?
2. What are the ways of making your presentation a two-sided form of communication?
3. Why is it risky to tell a joke during your presentation?
4. What kind of questions is recommended to include into presentations?
Why?
5. How do communication experts advise a presenter to address his audience?
6. How can the listeners show their appreciation to the presenter?
7. What helps a presenter to adopt a semi-conversational tone?
8. What kind of jokes can be included in presentations?
9. What could jokes be replaced by?
10. What does humour contribute to the presenter's communication with his audience?

Exercise 2. *With a partner try to decide:*

- in what ways you can show openness to your audience;
- what you can say or do to connect with your audience;
- how you can deeply and actively listen to your audience;
- how you can demonstrate passion for your subject.

Exercise 3. *One simple way of connecting with an audience is to reduce the number of references to “I” and “you” and replace them with “we”. Increase rapport in the statements below by changing some of the pronouns to the first person plural.*

1. Now, I know this is something that affects each and every one of you.
2. I think you’d all agree that in the long term this is in your best interests.
3. You need to be asking yourselves what you are trying to achieve?
4. So do you or don’t you take up the challenge? The choice is yours.
5. I’ve got three amazing new products I want to share with you today. So let me get started!

Exercise 4. *Add tags to the presentation extracts below.*

1. This isn’t really so surprising...
2. But we won’t let this stop us...
3. We certainly can’t complain...
4. We’ve been here before...
5. I said it was good news...
6. You know what’s going to happen...

Exercise 5. *Rephrase the following statements as negative questions.*

Model: We should be focusing our attention on our core business. –
Shouldn’t we be focusing...?

1. Offshoring – this is something we need to be looking at.
2. It’s time we started to take internet advertising seriously.
3. We’ve had enough of being number two in this industry.
4. There’s a need for more accountability at board level.
5. We’ve in danger of losing some of our best customers.

Exercise 6. *Discuss the following questions with a partner.*

1. Do you agree that being fun is more important than being funny?
2. In what ways could you create “opportunities for laughter to emerge”?

Exercise 7. *Form two groups. One group should brainstorm the advantages of using humour in a presentation, the other the possible disadvantages. Then briefly team-present your pros and cons.*

Exercise 8. *Read the following presentation and answer the question: what devices does the presenter use in order to build rapport?*

OK, I think we all know why we are here. We’re here to discuss how we respond to the illegal file-sharing online of this company’s copyrighted musical content. Now, we’ve been here before, haven’t we. And many, many times, in fact. And you don’t need me to tell you that illegal downloading is costing us millions of dollars.

Here at CMI we’ve always taken a tough line. And that makes sense, doesn’t it, when it’s effectively killing our business? None of us can deny that the music industry is in decline.

As we can see, along with video rentals, the market for CDs has halved over the last ten years. But what if I was to say to you that illegal downloads are not primarily responsible for this? That file-sharing is not what’s killing our business? Because, if, like me, you thought that every download is a lost sale, you’d be very, very wrong. Isn’t it time we faced the fact that what’s really killing music sales is that buyers are spending their limited disposable income on computer games instead? Here we can clearly see that sales of computer games have quadrupled over the same ten-year period.

I forget who it was that once said: “Sometimes the best solution to morale problems is to just fire all the unhappy people”. Fortunately, morale isn’t a problem for us. In fact, let me show you the results for the job-satisfaction study we carried out at our packaging plants last month.

To make sure your message reaches its target, sometimes you have to break some rules. Airlines have a particular problem in getting people to listen to their safety announcements. So, one regional airline changed its message to this: “Welcome aboard flight 577 to Houston, Texas. To fasten your seatbelt, insert the metal tab into the buckle, and pull it tight. It works

just like every other seatbelt, and if you don't know how to operate one, you probably shouldn't be in public unsupervised. In the event of a sudden loss in cabin pressure, oxygen masks will descend from the ceiling. Stop screaming, grab the mask, and put it over your face. If you have a small child travelling with you, secure your mask before assisting with theirs. If you have two small children travelling with you, decide now which one you prefer”.

UNIT 8

IMPACT TECHNIQUES

Read the text and do exercises given after.

The secrets of persuasive speaking are as old as Aristotle, but you don't have to be a greater orator to make effective use of them. In fact, the techniques themselves are very, very simple. One of them has just been used, i.e., repetition. Repeating key words, key phrases and even key sounds throughout your talk has a cumulative effect on your audience. Don't just tell them; keep telling them! A very effective repetition technique is to echo the first word of your statement at the end. This is sometimes called the James Bond technique. A mantra is a key phrase that is repeated several times throughout a speech – for example, Barack Obama's “Yes, we can!” Repeating certain sounds can add power to your key points. Advertisers use this technique a lot.

The same rhetorical techniques that were originally defined by the ancient Greeks are still very much alive and well today. Rhetorical questions are an effective device because they get people thinking about an issue before you tell them what you think. Don't just tell them – ask them; then tell them. Rhetorical questions give one-way communication the appearance of a dialog with the audience. Use such questions:

- to build links between the various points in your presentation;
- help keep the audience interested;
- make the audience feel involved in your presentation.

Here are some examples of rhetorical questions.

What's the explanation for this?

How can we explain this?

What can we do about it?

How will this affect us?

What are the implications for the company?

Remember, rhetoric is not just some stylistic accessory in the public speaker's wardrobe. It's the way effective communicators naturally communicate. Phrasing a key point as a question and echoing the question in the answer is often more effective than just making your point.

Look in any dictionary of famous quotations and you'll find a lot of them take the form of contrasts. Think of John F Kennedy's "Ask not what your country can do for you. Ask what you can do for your country". Simple contrasts and opposites can be very effective in a presentation: good and bad, past and present, us and them.

Here are some statements using the idea of contrast.

- As they say, it's not a matter of doing things right. It's a matter of doing the right things.
- I'm not asking you to say yes today. I'm asking you not to say no.
- I'm not saying it's a good option. I'm saying it's our only option.
- They say you should look before you leap. I say leap, then look.
- Five years ago we had an idea. Today it has become a reality.
- We may never be the biggest, but we can still be the best.

Colourful adjectives and metaphors are a further way of painting pictures in the mind. And we know how memorable pictures are compared with words. Don't just tell them, picture it for them. Metaphor is when you describe one thing in terms of another to create impact. For example, when people talk about markets being flooded or prices slashed, they are speaking metaphorically. If metaphors are used too often they lose power and become clichés. But used sparingly they can be very effective.

Perhaps the best-known technique in the book is the so-called group of three – Julius Caesar's "I came, I saw, I conquered". Grouping points in threes seems to almost magically make them more memorable. Don't overuse this one. You're not Winston Churchill or Martin Luther King. But don't just tell them one thing, then another thing, then another thing: try grouping your key points in sets of three.

A powerful technique at any stage in a presentation is storytelling. It is particularly effective at the beginning and end. They say if you can tell a good story, you can learn to give a good presentation. And it's certainly true that some of the best presenters are master storytellers. Stories are the

ultimate pull-strategy. Whilst rhetorical techniques help you *push* your message out to the audience, stories *pull* the audience towards you. Stories will often achieve what cold facts and figures can't. They bring facts to life in a context everyone can grasp. Stories don't tell. Stories demonstrate. What are the qualities of a good story? A good story is relevant and taps into an experience many in the presenters' audience will share. One of the classic storytelling techniques is switching from the past simple to the present simple mid-story. The present simple makes us feel almost like we've travelled back in time to watch the story as it happens. Another classic technique is the inclusion of a bit of dialogue.

Of course, all these techniques work even better in combination. When you combine rhetorical techniques, you multiply their impact.

Exercises

Exercise 1. *Answer the questions on the text.*

1. How does repetition influence the presenter's audience?
2. What is recommended to repeat during presentations?
3. Why are some certain sounds repeated?
4. Who originally defined rhetorical techniques?
5. Why are rhetorical questions considered to be a very effective device of any presentation?
6. What are rhetorical questions used for?
7. Why do experienced presenters use colourful adjectives and metaphors?
8. What is meant by the technique called group of three?
9. Why is storytelling considered to be one of the powerful techniques in a presentation?
10. What are two classic storytelling techniques?

Exercise 2. *Create greater impact in the presentation extracts below by replacing one word in each with a word that has already been used.*

1. It's not a question of qualifications. It's a matter of talent.
2. I always say total quality begins with absolute commitment.
3. What's the use of setting goals if your objectives are unrealistic?
4. One thing we don't need is more data. We're drowning in information as it is!

5. A decline in the market doesn't have to mean a drop in sales as well.
6. We're still running at zero profit. But, from nothing the only way is up.

Exercise 3. *Look at the statements below and find the words you could repeat after a short pause to increase your impact.*

Model: First of all, I'm pleased to report that profits are up by 38 %. – First of all, I'm pleased to report that profits are up... up by 38 %.

1. It's a cliché, I know, but this firm has always put its people first.
2. Ladies and gentlemen, it's time to face the facts.
3. So, that's what happened – what I want to know is: why did we let it happen?
4. What's really important for us to do right now is this...
5. One thing I know: we must never again lose our sense of focus.
6. Nobody likes failure, but some people are more afraid of success.
7. We've come a long way to get to where we are today.
8. And today we are announcing our biggest breakthrough ever.

Exercise 4. *Complete the statements by putting the same word in both gaps: nothing, everything, anything, no one, everyone, nowhere.*

1. _____ have we been more successful than in South Africa – _____.
2. _____ has ever been able to beat us on price – _____.
3. _____ in the beta test was positive about the product – _____.
4. _____ is beyond us if we work together as a team – _____.
5. _____ would be better than the system we've got at the moment – _____.
6. _____ in this market is about the change – _____.

Exercise 5. *Look at the following famous examples and identify the sounds being repeated. Some repeat more than one.*

1. Pleasing people the world over. (*Holiday Inn*)
2. You can be sure of Shell. (*Royal Dutch Shell*)
3. Where do you want to go today? (*Microsoft*)
4. Probably the best beer in the world. (*Carlsberg*)
5. Fly the friendly skies. (*United Airlines*)
6. Don't dream it. Drive it. (*Jaguar*)

7. Sense and simplicity. (*Philips*)
8. Functional. Fashionable. Formidable. (*Fila*)

Exercise 6. *Replace the underlined word in each of the statements below with a close synonym that echoes the sounds in bold in the rest of the sentence.*

Example: Properly **priced**, **packaged** and advertised (**promoted**), this product cannot fail.

1. China is not our **main market**, but it **may** be a significant market in the future.
2. Of course, this is a **serious** problem to which there's no easy solution.
3. In the world of international **finance** this company remains a formidable force.
4. I know that if we work **together** as a group we can **take** on the competition.
5. If we cannot **challenge** **change**, then we have no option but to embrace it.
6. If we don't manage to **break even** on this **by** Q4 we may even go under.

Exercise 7. *Certain rhetorical questions are very common in presentations. Complete the ones below using the following pairs of words: where + go; how + do; what + do; why + selling; what + talking; how soon + expect; where + did; what + waiting; how much + wasted.*

1. We've tripled revenues in two years. So, _____ did we _____ it?
2. The whole of Central Asia is one big golden opportunity. So, _____ are we _____ for?
3. We poured millions into this venture and it flopped. So, _____ we go wrong?
4. When the patents run out on this product, our competitors will legally be able to clone it. So, _____ are we going to _____ about it?
5. We spend fifty million dollars a year on internet advertising alone. But _____ of that is _____ ?
6. It's by far the most cost-effective system on the market. So, _____ isn't it _____ ?
7. In spite of offering excellent salaries and benefits, we're still failing to retain key personnel. So, _____ do we _____ from here?

8. Retooling the plants is not going to be cheap. So, _____ sort of figure are we _____ about?

9. We've considerably stepped up our R&D activity. So, _____ can we _____ to see results?

Exercise 8. *Read an extract from the presentation about Aqua-Sparkle and answer the question: what rhetorical questions does the presenter use to connect the points?*

So, that's the general picture for Aqua-Sparkle and now what about the brand's performance in the three types of retail outlet? First, the National Grocers. This sector has shown the most solid performance with a considerable improvement on last year. How can we explain this? A particular reason is the one-pack promotional campaign within National Grocers, which is clearly having the desired effect on sales. In the second sector, Independent Grocers, the brand performed badly. As you can see, the rate of sales is well down on last year, and several customers have actually delisted Aqua-Sparkle, which is a very worrying trend. So, what's the reason for the disappointing performance? The key problem here is price. Competitors have been discounting heavily with a consequent reduction in retail shelf-price. This means that now, in this sector, Aqua-Sparkle is priced much higher than the competition.

What can we do about this? One obvious solution would be to follow the lead of our competitors and discount Aqua-Sparkle, but we've decided not to do this as it would affect the brand's premium positioning, which we want to maintain.

Exercise 9. *Use a rhetorical question to link the ideas below.*

A

Idea 1. Recently there's been a surge in European sales to Japan.

Idea 2. This increase reflects Japanese affluence and recently acquired taste for luxury cars and designer label products.

B

Idea 1. With the down turn in the US market, our sales have dropped considerably.

Idea 2. One solution would be to reduce production.

Exercise 10. *Look at the example and transform the other statements in a similar way.*

Example: Piracy is the main challenge we face. – So, what’s the main challenge we face? The main challenge is piracy.

1. Viral marketing is the answer.
2. Converting leads into sales is the problem.
3. China is where the best opportunities are.
4. Big-budget advertising simply doesn’t work, that’s my point.
5. Give our project teams more autonomy, that’s the plan.

Exercise 11. *Match up the three presentation extracts below; these illustrating the impact technique of grouping points.*

1. What will it take to achieve our goals?
2. How do we plan to become a more socially responsible firm?
3. Where do our key markets lie?
 - a) In Canada, Russia and Scandinavia.
 - b) Time, effort and tenacity.
 - c) Through our total commitment to clean energy, sustainability and fair trade.

Exercise 12. *Read the following statements. Decide where you could create extra emphasis and add the intensifiers in the order they are listed. Deliver each statement, stressing the words you added.*

1. We’ve done well this year – better than last year, in fact. (*exceptionally, even*)
2. If we believe in this company, we need to be committed to its success. (*truly, one hundred per cent*)
3. It’s done better than we expected in a short space of time. (*dramatically, such*)
4. It’s encouraging to see people working together as a team. (*just so, really*)
5. We now dominate the sector, even though it’s competitive. (*totally, so highly*)
6. We’ve invested in R&D and I’m delighted to say that that investment has paid off. (*heavily, absolutely, a hundredfold*)
7. Every unit has performed well and I believe this is the beginning of an exciting period for this company. (*superlatively, genuinely, just, tremendously*)

Exercise 13. *Number the metaphors below according to the category they belong to.*

1. Business is a sport.
2. Business is a race.
3. Business is war.
4. Business is a construction site.
5. Business is nature.

a) wipe out the competition; b) grow our business; c) build a firm foundation for future business; d) outpace our competitors; e) join forces; f) fall behind; g) get to the root of the problem; h) come under attack; i) cultivate relationships; j) play as a team; k) catch up with the market leader; l) reinforce our position; m) be overtaken; n) reconstruct our image; o) hit the ground running; p) build a reputation; q) start to see the fruits of our efforts; r) win back market share; s) level the playing field; t) get in on the ground floor; u) bring out the big guns; v) rethink our strategy; w) to be in a different league.

Exercise 14. *Analyze the following movie extracts and find good examples: a) of rhetorical questions; b) repetition of words; c) repetition of sounds; d) contrasts and opposites; e) groups of three (plus one); f) combinations of the above.*

Extract 1

Mr. Greenway, do you know why you are here? You're here to see technology at its most advanced. You are here to buy a seventh-generation computer. A computer you can talk to. A computer that'll talk to you. This is Johnson. It's the first computer to be truly free of a keyboard. Mr. Greenway, nobody likes to type. Everybody likes to talk. Do you like to talk? I like to talk. Johnson here doesn't just understand 3,000 words, not just 6,000 words – the common everyday vocabulary of you or me – Johnson understands 80,024 words.

Dan Futterman in Shooting Fish

Extract 2

I am not a destroyer of companies. I am a liberator of them. The point is, ladies and gentlemen, that greed, for lack of a better word, is good. Greed is right. Greed works. Greed clarifies, cuts through and captures the essence of the evolutionary spirit. Greed in all of its forms. Greed for life,

for money, for love, knowledge, has marked the upward surge of mankind, and greed, you mark my words, will not only save Teldar Paper, but that other malfunctioning corporation called the USA.

Michael Douglas in Wall Street

Extract 3

In 1910 the US was producing 10 billion cigarettes a year. By 1930 we were up to 123 billion. What happened in between? Three things: a world war, dieting and movies.

1927: talking pictures are born. Suddenly, directors need to give their actors something to do while they are talking. Cary Grant, Carole Lombard are lighting up; Bette Davis: a chimney. And Bogart: remember the first picture with him and Lauren Bacall? She says: “Anyone got a match?” And Bogey throws the matches at her and she catches them – greatest romance of the century. How’d it start? Lighting a cigarette. These days when someone smokes in the movies, they are either a psychopath or a European. The message Hollywood needs to send out is: smoking is cool. Most of the actors smoke already. If they start doing it on screen, we can put the sex back into cigarettes.

Aaron Eckhart in Thank You for Smoking

Exercise 15. *Read the following presentation and answer the question: what impact techniques does the speaker use in his presentation?*

In fifteen ninety-seven the English philosopher, Francis Bacon, famously said: “Knowledge is power”, in nineteen ninety-seven knowledge was still power. But knowledge isn’t power any more. When’s the last time you opened an instruction manual or went to the library to look something up? It’s hard to remember, isn’t it? These days we don’t need knowledge. These days we have Google instead.

In business, we have been repeatedly told that big isn’t beautiful; that it’s the small, agile companies that succeed; that the hippopotamus cannot keep up with the hare. Well, I’m going to tell you the opposite. If you run a twenty-thousand employee multinational, even a ten percent improvement on productivity is going to make a massive difference. If you run a ten-person start-up, you’re going to need a twenty-thousand percent improvement just to keep up.

I've mentioned this word, "world sourcing". But what is world sourcing? And how different is it from outsourcing? Outsourcing is just chasing cheap labour around the globe. World sourcing is bringing together, from right across the planet, talent, customers and resources – but, above all, ideas. These days, there's no more borderless economy; there's only the economy. There's no more company headquarters; there's only everywhere. There are no more time zones: there's only now.

It's interesting, isn't it? Even after large-scale layoffs and endless rounds of cost-cutting, we continue to underperform in every market in which we operate. What's going wrong? I think the answer might be staring us in the face. In the Olympics there is an event called the decathlon, in which athletes compete in ten different track and field events, from the long jump to the pole vault and the hundred meters to the discus. But there are no decathletes in this industry. There are only specialists leading their respective markets. We thought our company was overweight – the truth is we've spread ourselves too thinly.

Let me give you an idea of how vital India is to the future of IT in Europe. Did you know that in the next ninety seconds a hundred and ninety babies will be born? Only one will be British. Twenty will be Chinese. But twenty-five will be Indian. At present, fifty percent of Indians are under thirty-five years of age. Many of them already work in IT. And, of those who have graduated from college, how many of them do you think speak English? That's right, all of them. So when I say that in the field of technical support, the foreseeable future is Indian; believe me, I have the figures to prove it.

Exercise 16. *Read the following extract from Ed Brodow's speech at the Pentagon. Match the storytelling techniques the presenter uses to the bold parts in the text: a) create drama; b) signal the end of the story; c) establish credibility; d) deliver the punchline; e) involve the audience; f) link to the theme of the presentation; g) set the scene.*

(1) Couple of years ago, a man walks into a sandwich shop in Delray Beach, Florida and orders a meatball sandwich. So the owner starts to fix the meatball sandwich when **(2) all of a sudden the customer pulls out a gun and he says: "This is a stick-up! Give me all the cash in the register!"** Now, I don't know what you would do in a situation like that. **(3) Admiral, what would you do in that situation?** You'd give him

the money. I sure would give him the money. **What would you do?** You'd give the money. Well, that's not what happened. **(4) By the way, this is a true story.** That's not what happened. The owner of the shop puts down the meatball sandwich, looks at the robber and says: "Listen, pal. We've had a really bad month". He says: "Business has been terrible. Would you settle for ten dollars and a meatball sandwich?" **Now, I'm not making this up. This was in the paper.** He says: "Will you settle for ten dollars and the meatball sandwich?" So the gunman says: "Are you crazy?" He says: "I've got a gun here! I'm not settling for ten dollars and the meatball sandwich". He says: "I'm not settling for anything less than twenty dollars and the meatball sandwich!" So, the owner says: "You got a deal!" Gives him the twenty bucks, gives him the meatball sandwich. **(5) You know what it said in the paper?** It said: **(6) "And the robber left satisfied".** **(7) My subject today is the courage to negotiate.**

Exercise 17. *Look at the presentation extract in exercise 16 and answer the questions.*

1. Which grammatical tense is used more to tell the story; the past simple or the present simple? Why?
2. There are a lot of questions in the story – real, reported and rhetorical. What effect does this have?
3. Brodow quotes what the people in the story actually said. Why is this so effective?
4. How many examples of repetition of key words can you find in the story? Why is repetition so important in the story?

Exercise 18. *Complete the following statements illustrating the key skills which a storyteller needs. Use one of the words given below: draw, quote, use, let, stick, involve, exaggerate.*

1. _____ interesting comparisons.
2. _____ to present tenses for greater impact.
3. _____ gestures to illustrate the story.
4. _____ the audience as you speak.
5. _____ your descriptions a little.
6. _____ actual conversations.
7. _____ your voice reflect the emotions in the story.

Exercise 19. *Change the reported speech in the story into direct speech.*

Example: She looked up from her desk and rather angrily asked me what I wanted. – She looked up from her desk and said: what do you want?

1. He cheerfully admitted that, to be honest, he didn't know the first thing about computers.

2. He abruptly told me not to interrupt him when he was speaking.

3. I laughingly replied that he'd got to be joking!

4. She took me to one side and whispered rather secretively that she had some information I might be interested in.

5. He pointed out rather officiously that he was afraid that wasn't his job.

6. She remarked sarcastically that, of course, I was the world's expert on customer relations, wasn't I?

7. He yelled at the top of his voice that he couldn't hear himself think!

UNIT 9

CONCLUDING THE PRESENTATION

Read the text and do exercises given after.

Without a good conclusion a presentation is not complete. From the audience's point of view, the end of your talk might be even more important than the beginning. These are the words they will be left with after you stop. If you've ever been to a firework display, you'll know that the biggest fireworks are usually saved for the end. This doesn't mean you have to finish with a bang. But you do want to leave a lasting impression.

At the preparation stage, a lot of presenters like to create their close first, so they know where they're going, and then work backwards, finishing up with an attention-grabbing opening. But whichever way you plan your talk, make sure you always give priority to the first and last three minutes.

Have you ever heard a speaker end a presentation by “telegraphing” the close with a phrase such as “Thank you” or “That concludes my presentation”? Speakers who rely on such phrases to trigger audience applause are like the driver who stops not because he’s reached his destination, but because he’s run out of gas or reached a roadblock. Effective presentations don’t simply end – they conclude. Unlike a mere ending, an effective conclusion accomplishes three specific goals: intellectual reinforcement, psychological closure and a behavioral roadmap.

Intellectual Reinforcement. Reinforcement is more than simply restatement. It’s a summary of your key messages. If you’ve communicated clearly, an audience member should be able to repeat your key messages to someone who wasn’t present. This is the opportunity to drive home the crux of your argument.

Psychological Completion. When you watch a movie, you get a sense of psychological closure before you see the credits start rolling. All the story elements have come together in a certain way that point towards closure. Closure provides the audience with a sense of mental satisfaction. Here are some specific techniques.

- ***Refer back to the introduction.*** If you’ve opened with a narrative or story, refer to it as you close. If you’ve opened with a statistic, frame it within the context of the time you’ve been speaking. The method of returning to the subject you opened with at the close of your presentation is called “The Loop” technique. It’s especially effective because it creates a perfect circle and a satisfying sense of completion. Skillful speakers always build up audience anticipation at the beginning of their talk and then keep them in suspense until the end when they finally finish their stories, give the punchline to their joke or answer the question they posed right at the start.

- ***Use a Quotation.*** Many books on public speaking recommend that you use a quotation to end your presentation. It’s good in theory, but is often poorly applied. The problem is that most speakers fail to make the quotation applicable to their presentation. Make certain any quotation you use is not only topical, but applicable as well.

- ***Use an anecdote.*** The appropriate anecdote can often be used to great effect. A short story can be just the vehicle to pull all your points together and leave something memorable. Don’t drag on. Make certain it’s

relevant to the presentation. Your own stories will work best. Don't simply repeat one you've heard in another context or presentation.

Behavioral Roadmap. A behavioral roadmap tells the audience how they can implement your ideas, become a client, or take the next step in the sales process. Don't leave them wondering. Help them to visualize the benefits they'll enjoy when they take action on your recommendations. The more specific you can be, the more likely they are to take action.

Your conclusion is the last thing in the audience's mind as you finish, so you'll want to make that last impression a positive one. Here are three commonly used conclusions that detract from your message.

The stall. That means you're promising to conclude but you never quite get there. "In conclusion... I'd like to just summarize by saying... and to move towards my final point... so I guess I'm at the end...". Don't keep promising to conclude; just do it!

The Porky Pig. How does Porky Pig end every cartoon he appears in? Bdeh, bdeh, bdeh, that's all folks! How many presenters do you hear say: "I guess I'm out of time so I'll stop there. That's it, that's all I have to say. I'm done. I guess I should quit. They are telling me to stop. I'll stop there for now". These are all awkward endings. The presenter might as well say, "I don't know how to get out of this, so I'll just stop talking".

The Apology. Don't draw the audience's attention to your shortcomings by apologizing. "I hoped to talk about x, y, and z, but only talked about A. I had hoped to cover more points, but I ran out of time". "I was thinking maybe that we should have covered the problem or the solutions but I only talked about the problems, so I guess we'll just have to have another meeting on this". These are all examples of telling the audience how you've failed as a speaker.

Your conclusion is the final opportunity to make your case in your presentation. When you can satisfy the audience, strengthen their understanding of your position and show them what next steps they should take, you'll be closer to getting the business. Often a summary is needed before you give your final conclusions. Reviewing or restating the key points from the introduction and main body of the presentation help to reinforce them for the audience. But when you prepare a presentation, don't use the word "summary" that switches people off. Practice shows that when you say the word "summary" at the end the people click off, stop listening and are ready to put on their coats and leave.

A good conclusion will contain some (summary, conclusion and closing courtesies) or all of the following stages: 1) a summary; 2) conclusions; 3) support documentation; 4) closing formalities.

Conclusions often take the form of a recommendation or call for action, a challenge, a dynamic concluding statement that can reinforce your message. At the stage of “support documentation” it would be appropriate to distribute folders, cost breakdown, handouts, calculations, etc.

It is important to make your conclusions as forceful and as memorable as possible. The following words in bold can give more emphasis to the points.

“It’s priced **so** high customers are delisting the brand. If we **really** want to reach our target, we need a higher budget. Given the **very/extremely** high costs we should look for another solution. The quality **just** isn’t high enough. The timescale is **far too** ambitious. We **really** feel/think this is the best way to proceed. We **strongly** recommend the first option. I wish to make it **quite** clear that this is **only** a temporary solution”.

Exercises

Exercise 1. *Answer the questions on the text.*

1. Why is a good conclusion so important for any presentation?
2. What are three specific goals of an effective conclusion?
3. What is meant by the intellectual reinforcement as one of the conclusion goals?
4. What specific techniques are used for achieving the psychological completion of a presentation?
5. What function does the behavioral roadmap accomplish?
6. What kinds of conclusion can detract the audience from your message?
7. What are the main stages of a good conclusion?

Exercise 2. *The statements below are from the conclusion for a presentation reviewing the performance of chocolate products, but they are not in a logical order. Put the statements in a logical order.*

1. Clearly, if we are to improve our performance in this sector, action must be taken in the coming year.

2. So, in conclusion, I would ask you to give serious consideration to these measures.

3. Thank you for your attention, and if you have any questions I'd be happy to answer them.

4. But, faced with strong competition, the performance of our remaining sector, bags of chocolates, is very disappointing.

5. And, I'm confident that the measures which I've outlined today will do just that.

6. So, as we've seen, the product sectors, boxes and blocks have performed well.

Exercise 3. *Make the sentences below sound stronger. Follow the example.*

Example: As we've seen, the budget is **really/far/too** low.

1. Our costs are _____ high we _____ aren't competitive any more.

2. Given the _____ high costs of a central office, we _____ recommend relocating your administrative functions out of London.

3. If you _____ want to create an effective sales team, you need to hire _____ qualified staff.

4. It's _____ clear that the system _____ isn't working.

Exercise 4. A. *Read the conclusions to four presentations where the speakers' arguments are summarized.*

Presentation 1

Presenter: At this stage I'd like to summarise the main findings of the study. First, the manufacturing data centres. Given the rapid growth in business in your plants, there is and will be a major need for new computer applications. So our recommendation is to leave them as they are.

However, with the administrative data centres we have a very different situation. Their organization is not cost-effective, and is creating problems of duplication. We therefore recommend a thorough reorganization.

We've looked at three options. First, to set up three regional data centres, but this represents only a partial solution to the problem of duplication and, as we've seen, is really not viable.

The second option, to expand one of the existing regional data centres in Bristol, Barcelona or Frankfurt, would achieve an efficient use of our resources, but there are physical problems such as lack of space, and the time factor.

So, the option which we strongly recommend for more detailed consideration, is to subcontract all administrative computing to an outside supplier of computer services. I've detailed cost breakdowns for the three options, which I'll be passing now. And, of course, I'll be pleased to answer any question.

Thank you all for your attention.

Presentation 2

Presenter: To summarise. Firstly, the overall performance of the lemonade category has not been good, due, as I've explained, to general economic factors.

Secondly, sales of Aqua-Sparkle are down but, like other premium brands, it has performed much better in the market than the lower priced brands.

Thirdly, the outlook for the lemonade category is not bright. However, because of its premium positioning we can expect to see Aqua-Sparkle continuing to perform better in the market than many of its competitors.

Fourthly, and this brings me to the main area of concern, there's the problem we've identified in the Independent Grocers sector. As you've seen, the brand is performing badly in this sector, and some customers have actually decided to delist the brand because it's priced so high. For the reasons I've explained, discounting the brand is not an option if we really want to maintain our premium positioning. So, we are looking for other ways to bring our lemonade back onto the shelves of the Independent Grocers, and I would welcome your suggestions.

Thank you for your attention.

Presentation 3

Presenter: So, as we've seen today, the study we carried out indicated two main reasons for the early return of staff from overseas contracts – inadequate presentation for living and working in a strange culture and environment, and the poor selection procedures.

Therefore, we've changed the procedures for selection and orientation, and have managed to boost our success rate to 90 per cent, which I'm sure you will agree is a very satisfactory level. I am aware that some of you may feel that the costs and the time we've invested in preparing overseas assignees for their new contracts are much higher than many companies would wish to bear. However, I would like you to consider also the cost of replacing someone who returns early from a contract, not only the financial costs, but more importantly, the costs to the company's reputation. And I'm sure that if you consider those costs, you will feel that the time and the money we've spent in implementing these new procedures and achieving the improved success rate are well justified.

Thank you for your attention, and if there are any questions, I'd be happy to answer them.

Thank you.

Presentation 4

Presenter: So, in conclusion, I would like you to give the new office automation scheme your serious consideration. And, if we can have a decision by the end of the month, we'll be able to work out a detailed plan by mid-December, which means we can announce the new project in early January.

B. Complete the statements below in accordance with the extracts above.

Presentation 1. The consolidation of European computing at Marcon chemicals.

The presenter wants the audience to _____.

Presentation 2. Review of the performance of Aqua-Sparkle.

The presenter wants the audience to go away from the presentation with a clear idea about _____.

He also wants his audience _____.

Presentation 3. Selection and orientation procedures for employees due to go on overseas assignments.

The presenter wants her audience to go away from the presentation with a clear idea about _____.

Presentation 4. An office automation proposal.

The presenter wants the audience to _____.

Exercise 5. *I. Below you will find four recommendations from different presentations. Complete each recommendation by matching information from groups A and B.*

A

1. We propose... 2. The recommendations of this study... 3. The solution we favour... 4. We strongly urge you to consider...

B

a) is to centralize all our R and D in Brussels. b) investing in new production facilities. c) a major sales push in the Japanese market. d) are to sub-contract all training to outside suppliers.

II. Complete the presenters' recommendations combining information from groups A and B.

A

1. But, if we really want to target the Japanese market... 2. If we could have your decision before the end of the month... 3. But before any final decision is taken about closing our other R and D facilities... 4. If you decide to go ahead with the investment...

B

a) we could carry out a detailed study of training organizations by the beginning of November. b) you'll need to carry out a more detailed study of the manpower implications. c) we should have all our literature in Japanese. d) you'll need to look at different ways of raising the money.

Exercise 6. *Read the summary of the presentation made by Quentin Willson about E-Type Jaguar. Think of another glamorous and brilliantly designed product you admire (a fashion item, a smartphone, a perfume, a motorbike) and use the same basic framework in bold below to sum it up to a partner.*

So, how do you sum up a car like this? **I could tell you that** it was the making of Jaguar, **that** it was the first car to be mathematically designed **and that** even Enzo Ferrari said that it was the one car in the world that he wished he'd made. **But that** would be to sell it short. **It was, is and always will be** a poem in steel **and** agonizingly pretty. **The E-Type is quite simply** the most beautiful car **in the world.**

Quentin Willson, TV presenter

UNIT 10

HANDLING QUESTIONS

Read the text and do the exercises given after.

Most presentations include time for questions and answers. Sometimes presenters ask for questions during the presentation, but more frequently there is a question time at the end of the presentation. Many speakers find the unpredictability of question-and-answer sessions the most challenging part of presenting. But, properly managed, the Q&A (Questions and Answers) is less of a challenge than an opportunity – and opportunity to spontaneously interact with your audience and address their needs and concerns on a more equal and personal level.

Now, the questions you are likely to be asked can be roughly divided into three categories – the good, the bad and the ugly. A good question is one that's worth asking and, just as importantly, one that you can answer! Make the most of this type of question and answer it fully. The more time you spend on good questions, the less time there'll be for bad ones!

A bad question is one that you can't, or would prefer not to, answer. If you genuinely don't know the answer, say so and offer to find out. Unless you really should know, this is a sign of confidence, not weakness. Alternatively, ask members of the audience what they think, or even throw the question back at the questioner. On the other hand, if you do know the answer, but it's confidential information, briefly explain why and move on.

Ugly questions come in many forms. Questions can sometimes be vague and unclear, so be sure to establish exactly what you're being asked before responding. Occasionally, people will ask you about things you've already answered or which seem to have no real connection with your talk. Deal with this swiftly but politely. And sometimes, you'll get several questions at once. If there's time, deal with these separately. If not, identify the most important question and just answer that.

Of course, the hardest question of all to handle is the hostile question, where the questioner goes on the attack. And the secret here is to stay cool and carefully rephrase it in more neutral terms before answering. Allow a hostile questioner to come back at you with a follow-up question once, but no more. Never let them hijack your presentation.

Exercises

Exercise 1. *Read the following extract and decide precisely what kind of questions you think he's just been asked (good, bad, ugly).*

Well, I think I may have partially answered this question earlier, but it's a good question and well worth asking again. Let me give you a bit more detail on that. Perhaps this slide will help... Yes, good point, good point. Well, let me say straight away that I will be explaining this later on. OK, I think I see what you are getting at, but could you just elaborate a little? I'm not sure if you're asking about raising capital or reducing debt here.

Right, I think you've asked three related questions there because, in a way, they all concern the same thing, don't they, which is our plans for the expansion. So let's look at those...

Ah, yes, thanks for reminding me. I meant to say something about that earlier. Let's go back for a moment to the whole question of financing opportunities, shall we?

It's a great question. Unfortunately, I don't have a great answer! Perhaps you could rephrase it as something I'm able to respond to! Oh, maybe someone else can help me out here. Yeah... Interesting question. It sounds like you've already had some thoughts on this yourself. What is your position on convertible debt?

OK, now, I'll answer that in a moment, but can we just see how others feel about that first? Yes, Luis?

I'm afraid we're not yet in a position to discuss an additional share issue, but I think you're right and it's certainly something we should add to the agenda for our next meeting.

Exercise 2. *Read the extracts from the questioning phase of three different presentations and define the strategies the speakers use in their questions:*

- a) ask for more information;*
- b) ask for clarification before replying;*
- c) refer back to a point in the presentation, then ask for clarification;*
- d) rephrase question to make sure.*

Extract 1

Questioner: Yes, I wonder if you could say a little more about the trend for Aqua-Sparkle? Is it seasonal, or is there another explanation for the fall-off in sales in the early part of the year?

Presenter: Well, it is seasonal to a certain extent. Are you looking at the January/February figures?

Extract 2

Questioner: Excuse me, but when you mentioned the growth in profits, did you mean to say that the company is going to have more money to invest in plant and equipment next year?

Presenter: So, do we plan to plough back profits into investments for production next year? For which product lines?

Extract 3

Questioner: Could I have another look at the slide which shows when we'll break even?

Presenter: I'm sorry. I didn't hear. Which slide was it?

Exercise 3. *The questions below were asked during the presentations. What were the reasons for asking these questions:*

- a) because something was not clear;*
- b) to raise doubts about a point;*
- c) to get more information?*

1. How many data centres did you say will have to close?
2. I agree that sub-contracting is the best solution, but can you explain why people weren't informed about the decision straight away?
3. Isn't there a major security risk involved in sub-contracting to an outside supplier?
4. I can see big advantages in a single data centre, but is 2020 realistic?
5. You said some staff will be transferred to our manufacturing data centres. Does that mean a big expansion in their activity?
6. Isn't the case that the decision to close down the data centres was taken months ago?
7. Could you give us some more information about how you propose to deal with retraining?
8. I have a question about the data centres. What will happen to them after they close down?

9. I'm not really clear about the timescale for the project. Could you explain it again?

Exercise 4. *I. Read the following extracts from three presentations (A, B, C).*

A

Questioner: We were rather concerned about the apparent intention to reduce numbers of staff in Brussels and Paris. Could you confirm the numbers in each place and what your intention is concerning their future?

Presenter: So, you'd like some information about the manpower implications for both sites.

B

Questioner: Yes, my name is Dr. Okamoto and I would like to refer to your last slide. The reason is my colleagues in Sendai are working on a similar project and I would be interested in some detailed answers to some specific points.

Presenter: Excuse me Dr. Okamoto, but where is it you're from?

C

Questioner: Many of my colleagues are concerned about the plans to license the product. Can you tell us something more about that?

Presenter: Excuse me, but which product are you referring to?

II. Match each of the presenters' answers with one of the tactics:

- 1) asking for repetition;*
- 2) rephrasing;*
- 3) asking for clarification.*

Exercise 5. *Give evading replies to each of the five questions following the instructions.*

Example:

Question: Could you show us the breakdown of your advertising budget?

Instructions: You don't have the figures and promise to get them to her/him by the end of the week.

The reply: Actually, I don't have those figures with me, but I can get them to you by the end of the week.

1. **Question:** You said we won't be in the position to sign the contract till September. Doesn't that mean we'll lose out in the market?

Instructions: Agree that it's a long time to wait. Then give an alternative point of view – will give us longer to really study the market.

2. *Question:* You said that the office is overstaffed. Does this mean we'll have to stop all recruitment for the next year?

Instructions: You are not in a position to answer and he should ask the Personnel Department.

3. *Question:* If control of marketing passes to Brussels, will that mean major restructuring of country sales teams?

Instructions: You don't want to say anything at this stage. Say that it will be discussed at the next meeting in Chicago.

4. *Question:* You mentioned some problems with our packaging suppliers. Could you tell us something more about that?

Instructions: You prefer to leave the point for now – you will deal with it later in the presentation.

5. *Question:* I'd like to ask a question about why pay agreements for this year are still in the region of four per cent. Could you comment on them?

Instructions: Acknowledge four per cent is not a big increase, introduce another point of view – bonus payments are still at a high level.

Exercise 6. *There are three questions from the audience, requesting help. Reply to each request for help following the instructions below.*

1. *Question:* Excuse me, but in the slide you just showed us there is mention of new career development. Could you explain more about it?

Instruction: Agree – offer a document which you've prepared on the subject.

2. *Question:* Retraining is one of the options you mentioned on the last slide. Is there something more you can tell us about that?

Instruction: Agree – explain you are having a meeting to discuss training implications. Invite the questioner to the meeting.

3. *Question:* I'm still not clear how many people you're talking about as "High Priorities". Could you explain that again?

Instruction: Agree – offer to show a slide again. It shows how you've classified the 60 staff affected by the close-down of the data centres.

ACTIVITIES

Assignment 1. *Reconstruct this sequence of stages in a presentation.*

1. Present the main body of the talk.
2. Handle questions.
3. Grab the audience's attention.
4. Greet the audience.
5. Summarize the main points.
6. Introduce yourself.
7. Have a strong ending.
8. Introduce the presentation topic and objectives.
9. Outline the presentation structure.
10. Thank the audience.
11. Thank the organizers.
12. Say when you would like to take questions.

Assignment 2. *With your partner, choose one of the companies below and prepare to present your product or service to the rest of your group, who are your prospective clients. One of you should open the presentation and the other should close it. In your opener, try to use some of the techniques you have studied:*

- *to capture your audience's attention;*
- *tell them what's in it for them;*
- *establish your credibility and expertise;*
- *preview some of the features and benefits of the product or service.*

Then, miss out the main body of the presentation and fast forward to your conclusion:

- *to briefly summarize your main points;*
- *explain what you'd like your audience to do;*
- *close in a memorable way.*

See if you can perhaps link your opening to your close to create a "loop". And try to avoid the word "summary"!

Cocoon MRI Systems

Magnetic resonance imaging is a standard diagnostic tool in today's hospitals. But for many patients having to lie perfectly still in an MRI scanner for up to half an hour at a time can be highly stressful. For such

patients the Cocoon creates a calming virtual environment. The fully customizable system provides a wide range of relaxing ambient settings – from rainforest to coral reef to Himalayan snow peak. Ceiling-mounted 3D video screens and surround-sound audio capability leave the patient feeling totally rested and refreshed at the end of their scan. That’s the Cocoon experience.

The Avenir Consultancy

The Avenir Consultancy is your company’s access point to a network of some of the world’s largest databases of global business intelligence. Working with one of our expert scenario planners and Avenir’s own highly sophisticated computer simulation software, plot the trends likely to affect your business over the next decade, explore different commercial, economic and political scenarios and get a detailed digital profile of your company ten years into the future! Take strategic planning to the next level. At Avenir we have a word for it. We call it Tomorrow-ology.

Smart Fabrix Inc.

Using microscopic LEDs and cutting-edge fibre-technology. SmartFabrix has designed a range of light-emitting garments that can display multi-coloured graphics and animations without compromising wearability. By linking the luminous clothing to a PC or smartphone visuals can be modified to suit the wearer’s mood and keep up with the latest urban fashions. Commercial applications include programming promotional messages into the clothes to turn their wearers into highly effective walking advertisements! Just follow the light.

Uneedanerd.com

More than just an IT support service or helpline, a year’s subscription to uneedanerd.com provides you with an instant videoconferencing link from your PC or Mac to “nerd central” where our resident nerds will sort out computer problems big or small online on a pay-per-solution basis, offer impartial advice on hardware and software selection or even coach you in the use of the latest Web 2.0 and multimedia applications. In a full-scale emergency a nerd crash-team is on call 24/7. You need a nerd? You need us!

Assignment 3. A. Read the text.

Good morning ladies and gentlemen; we haven't all met before so I'd better introduce myself. I'm Luis Lopez from the Development Department of Citrus Incorporated. I should say before we start that I hope you'll excuse my English, I'm a little out of practice. Anyway, I'm going to be talking this morning about a new product which we are planning to launch in two months' time; it's called KOOL-OUT, that's K-O-O-L dash O-U-T, and it's a lemon-flavoured drink.

Well, I'll start with the background to the product launch; and then move on to a description of the product itself; finally, I'm going to list some of the main selling points that we should emphasize in the advertising and sales campaign. I think if you don't mind, we'll leave questions to the end.

Now firstly, as you all know, we have had a gap in our soft-drink product range for the last two years; we have been manufacturing mixed-fruit drinks and orange drinks for the last ten years, but we stopped producing lemonade two years ago; I think we all agreed that there was room on the market for a completely new lemon-flavoured drink. Secondly, the market research indicated that more and more consumers are using soft drinks as mixers with alcohol so, in other words, the market itself has expanded. This brings me to my next point which is that we have a rather new customer-profile in mind; I must emphasize that this product is aimed at the young-professional, high-income, market and not the traditional consumer of old-fashioned lemonade. At this point we must consider the importance of packaging and design, and if you look at the video in a moment, you'll see that we have completely revamped the container itself as well as the label and slogan.

Now to digress for just a moment, the more sophisticated packaging means a high unit cost, and this may be a problem in the selling area, but we'll have a chance to discuss that aspect later. So, to go back to my earlier point, this is a totally new concept as far as Citrus Incorporated are concerned; as you see we are using both the new-size glass bottle and the miniature metal cans. Finally, let's look at the major attractions of the product. In spite of the higher price it will compete well with existing brands; the design is more modern than any of the current rival products, and incidentally the flavor is more realistic and natural. It's low calorie, too.

OK, so just before closing, I'd like to summarize my main points again. We have KOOL-OUT, a new design concept, aimed at a relatively new age and income group; it's designed to be consumed on its own, as a soft drink, or to be used as a mixer in alcohol-based drinks and cocktails. It comes in both bottle and can and this will mean a slightly higher selling price than we are used to; but the improved flavor and the package design should give us a real advantage in today's market. Well, that's all I have today for the moment, thank you for listening, now if there are any questions, I'll be happy to answer them.

B. Say, whether the following statements are true or false.

1. Mr. Lopez is English.
2. We are planning to launch the product next week.
3. The new product is an orange – flavoured drink.
4. Citrus Incorporated have not produced a lemon drink for two years.
5. Everyone thinks there is a gap in the market.
6. Market studies prove that the market is shrinking.
7. We are aiming at a new type of consumer.
8. The container design is unchanged.
9. The design of the packaging will mean that the product is cheaper.
10. The drink comes in both bottles and cans.
11. The flavour is rather artificial.
12. The calorie – content of the drink is relatively low.

Assignment 4. *Work with a partner to design a short team-presentation using some of the many different techniques you have studied to add impact. Use the following guidelines.*

1. Chose a presentation topic with the simple title: X is... (**Examples:** Success is... . Happiness is... . Creativity is... . Innovation is... . Quality is... . Service is... . Technology is... . Professionalism is... . Globalisation is... . Equal opportunity is... . Fair competition is... .)

2. Decide if you are going to make your presentation more formal or informal.

3. Draft your speech incorporating impact techniques where you can make it more effective.

4. Now reduce your presentation to brief notes on prompt cards.

5. Rehearse giving your presentation using your prompt cards.

6. Deliver your presentation with your partner, again using your prompt cards to keep you on track.

Assignment 5. *Read the two stories below and reduce them to ten key words or fewer. Then retell the stories to a partner in your own way. What subject do you think the speaker's presentation is going to be about? Try to link up to that subject at the end of each story.*

Story 1

There's a misconception that you are either creative or you are not and there's not much you can do about it. Everybody has immense creative capacities. I heard a great story about this of a teacher who was giving a drawing lesson with a group of six-year-old girls. One of these girls was completely absorbed in what she was doing for about half an hour. The teacher said: "What are you drawing?" And the girl said: "I'm drawing a picture of God". And the teacher said: "But nobody knows what God looks like". And the little girl said: "They will in a minute!" At that age children have immense confidence in their own conceptions. But ten years later they've lost that.

Story 2

I come from a culture where the three highest superlatives are: "Pretty good", "Rather nice" or "Not bad". The difficulty of impressing us as customers is brought home by the story of an elderly lady who had never been to the sea.

A well-meaning friend took her on a lengthy drive to witness this marvel. She stood on the shore for some time, gazing intently at the incoming tide, then turned to her host with the words: "Is that all it does?" For all the effort that most organizations claim to put into creating great service for their customers, all too often "Is that all you do?" is the most likely response. It's increasingly hard to "wow" us.

Assignment 6. *The questioning activity.*

The Hot-Seat Game

1. Work in groups. Each of you should prepare a 2-minute talk on a subject you know quite a lot about. It shouldn't be too technical. It could just be something very simple like a hobby or an interest.

2. Take turns “in the hot seat” and give your talks. Present slowly and clearly and make sure you introduce and structure your presentation properly.

3. The other people in your group should each ask at least three of six types of question:

- a good question, e.g. ask for more information, raise an interesting related issue;
- a difficult question, e.g. ask something very technical, perhaps for an exact figure;
- an off-topic question, e.g. ask about something which has no connection with the talk;
- an unnecessary question, e.g. ask for something that the presenter has already mentioned;
- a multiple question, e.g. ask two or three separate questions at the same time;
- a hostile question, e.g. ask something that contradicts the presenter or questions their credibility.

They should interrupt you to ask their questions as you speak. Try to deal with each question in an appropriate way.

Assignment 7. *Imagine that you have been assigned to give an informative presentation lasting five to seven minutes. Follow the guidelines and apply them to your presentation (refer to Unit 3). Add the questioning phase.*

Assignment 8. *You are going to give a three-minute presentation of a controversial idea (refer to the Controversial ideas bank in Useful Expressions and Ideas). Your objective is to persuade your audience that your idea, though it may seem ridiculous at first, is right. Try to use some of the rapport language you’ve been practicing (first person plural, question tags, negative question forms, involvement expressions) to make your speech more persuasive.*

Here’s a **plan** to help you prepare.

1. Set-up

Arouse interest in the topic – ask a question or state the commonly held belief which opposes your controversial idea (30 sec).

2. Proposition

Present your controversial idea and briefly explain what you mean by it (30 sec).

3. Potential objections

Acknowledge any skepticism from your audience and show familiarity with the arguments against your idea (30 sec).

4. Supporting evidence

Present the three main reasons why your idea is a good one (60 sec).

5. Wrap-up

Close your presentation by asking your audience to at least partly accept the truth of your argument (30 sec).

Assignment 9. *Rewrite the notes about baby boomers as a presentation using as many impact techniques as you can and then present your rewritten presentation.*

Booming baby boomers

Marketers traditionally concentrate on 18 – 44-year-olds (fashion-conscious, media-aware, comfortable with technology, responsive to advertising) – tend to ignore so-called “baby boomers” (generation born between 1946 and 1964) – over-60s – 20 % of US population (up from 12 % in 1950) – now more Italians over 60 than under 20 – by 2050 40 % of Japanese will be over 60 – over-60s have a lot of disposable income and a lot of free time to spend it – also living longer – in USA families headed by over-40s = 99 % of country’s net worth – boomers don’t want to be treated like overgrown kids – don’t want to be treated like geriatrics – know they’re getting older, but don’t want to “get old” – big opportunities in travel and tourism, adventure holidays, luxury vehicles, health and fitness, cosmetic and spare-part surgery – boomers want experiences they missed the first time round.

USEFUL EXPRESSIONS AND IDEAS

I. Introducing the main topic

- I would like to begin by looking at...
- Let’s get started, shall we?
- So, let’s begin...
- Moving on to another part of the presentation

- So, we've looked at... and now I'd like to...
- Having looked at... let's move on to...
- Let's move on to...
- Now, turning to...
- Moving on now to...

II. Referring to other parts of the presentation and to visuals

- As I've already said...
- I'd like to go back to something I mentioned earlier.
- I'll come back to this in a moment.
- If you take a look at... you will see that...
- Please look at this... which shows...
- As you can see from this...
- The next slide shows...
- Now, let's look at the position for...
- Now, I'll show you the...
- Let's move on now and look at the figures for...
- If we now turn to the...
- This chart compares benefits in two countries...
- The upper part of the slide gives information about...
- You can see here the development over the past year.

III. Addressing the audience directly

- I'm sure you'll all agree that...
- Did you know that...?
- You will all be aware that...
- Expressing different options...
- We've considered two options...
- As I see it, we have three options. One is... The other is...
- There are two alternatives... The first is... and the second...
- Highlighting advantages and disadvantages...
- What are the advantages? There are, however, some disadvantages...
- The benefit of... is... On the other hand, there are some problems too...

IV. Emphasizing important information

- ...is extremely important.
- ...is totally unacceptable.
- What we mustn't do is...

- We really must...
- Giving explanations...
- This is due to...
- There are two reasons for this. First... Second...
- One reason for this is... Another reason is...
- What we are suggesting is/are...
- We do see a need for...

V. Focusing your audience's attention

- As you/we can see...
- What is interesting/important is...
- I'd like to draw your attention to...
- Notice/Observe the...
- It is important/interesting to notice that...

VI. Rhetorical questions

- How would you deal with this?
- What did we learn from this?
- What's the explanation for this?
- How do we manage to do this?
- How will this affect us?

VII. Summary

A. If you want to give a reason/reasons

- The main explanation for this is...
- A particular reason is...
- A key problem is...
- There are two reasons/explanations for this. First... Second...
- This is/can be explained by two factors. Firstly... Secondly...
- This is due to... and also to...
- One reason for this is... Another reason is...

B. Signposting the route through a presentation

- I'll begin by... (+ verb in the ... form)
- Let's start with... (+ noun)
- If I could now turn to...
- My next point is...

- Now turning to...
- Now what about...?
- Let me now move on to...
- So, that's the general picture for... and now let's look at...
- That completes my overview of... so now I'd like to move on to...

C. Using rhetorical questions

- What's the explanation for this?
- How can we explain this?
- What can we do about it?
- How will this affect us?
- What are the implications for the company?
- What are the benefits?
- Now, what about the advantages?

VIII. Preparing the audience for a visual

- Now, let's look at the position for...
- Now, I'll show you the...
- Let's move on now and look at the figures for...
- The next slide shows...
- If we now turn to the...
- This chart compares benefits in two countries...
- The upper part of the slide gives information about...
- You can see here the development over the past year.

IX. Building up a conclusion

A summary: So, to summarize/sum up...; At this stage I'd like to go over/run through...; So, as we've seen in this presentation today...; As I've explained...; I'd like to summarize; Let's take a look back at what we've spoken about this morning. Here, at a glance, are the main points I've made. So, how to sum up? In the end, this is what matters.

Conclusions: Our recommendation is...; The option which we strongly recommend...; I would like you to consider...; So, in conclusion I would like you to... If you take just one thing from this talk, take this... I'm counting on you to... So, next time you... remember to...

Closing formalities: I'd be happy to answer any questions. If you have any questions, I'd be pleased to answer them. I would welcome any comments/suggestions. Thank you for your attention.

X. The question-generator

Context:

When you were talking about (telling us about, describing, presenting, outlining, considering, discussing, dealing with, evaluating, explaining, summarizing)...

Zoom in:

You mentioned (spoke about, referred to, suggested, questioned, emphasized, recommended, gave the impression, made the point that, quoted a figure of, showed us a slide)...

Question:

Could you just:

- 1) elaborate/expand on that?
- 2) say a bit more about it?
- 3) give us an example of what you mean?
- 4) tell us how you arrived at that figure?
- 5) go over that again (in more detail)?

Do you have any data to support that?

Are you in a position to tell us whether...?

Where did you get your information on...?

Have you done any research into...?

How can you be (so) sure that...?

Have you taken account of...?

How would you respond to the criticism that...?

How do you propose to deal with/solve the problem of...?

Have you thought about what might happen if...?

Aren't you overlooking the fact that...?

XI. Recommendations and calls for action

- My suggestion/Our proposal/The recommendation would be/is to set up a project group...
- We recommend/I'd like to suggest/propose setting up a project group...

- We suggest/I recommend/We propose you to set up a project group...
- The solution we favour is...
- We strongly urge you to consider...
- In my opinion, the only way forward is...

XII. Controversial ideas bank

- If what you're doing is working, try something else.
- A happy workforce is an unproductive workforce.
- Try hiring people you don't like for a change.
- Always judge a book by its cover.
- If you don't look anything like your customers, something is seriously wrong.
- Routinely disobey your boss.
- There's no dividing line between products and services.
- Work as if you were going to be a lifetime employee of the same company.
- You're only a leader if other people say you are.
- Globalization is a myth.
- In business, big is still beautiful.
- Stop working. Start playing.
- Dreams have zero value. Anyone can dream.
- Recession can be a very good thing.
- The customer is not always king.
- 90 % of the time mediocrity is good enough.
- Success is a bigger problem than failure.

ЗАКЛЮЧЕНИЕ

Овладение техникой публичной речи на английском языке – важная составляющая университетского образования, которая повышает шансы выпускников на успешное трудоустройство.

Студенты в процессе работы с пособием учатся ясно и лаконично формулировать основную идею и ключевые положения своего выступления, выбирать его оптимальную структурную организацию, осваивают средства аргументации, разрабатывают краткий конспект выступления и т. д. Они освобождаются от различного рода дистракторов, учатся расставлять в речи «знаки дорожного движения» (signposts), осваивают методы установления и поддержания контакта с аудиторией, методы преодоления страха и скованности в публичной обстановке, овладевают техниками продуктивного использования невербальных средств общения и превращения своего голоса в выразительный инструмент.

Активные формы обучения, предложенные в пособии, развивают компетенции, необходимые для подготовки презентации на английском языке. Текстовый материал и система упражнений позволяют органично интегрировать знания, получаемые на занятиях, и применять их на практике, генерируя при этом новые идеи.

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