

Державний вищий навчальний заклад  
“Українська академія банківської справи  
Національного банку України”  
Кафедра іноземних мов

# **ПРЕЗЕНТАЦІЇ ДІЛОВОЮ АНГЛІЙСЬКОЮ МОВОЮ**

## **PRESENTATIONS IN BUSINESS ENGLISH**

Навчальний посібник  
для практичної та індивідуальної робіт  
з англійської мови за професійним спрямуванням

Для студентів 1 курсу  
напрямів підготовки “Фінанси і кредит”, “Облік і аудит”  
денної форми навчання

Суми  
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Укладач

кандидат філологічних наук, доцент кафедри іноземних мов  
ДВНЗ “Українська академія банківської справи НБУ”

*О.В. Ємельянова*

Рецензенти:

кандидат філологічних наук, доцент кафедри перекладу  
Сумського державного університету

*С.В. Баранова;*

кандидат філологічних наук, доцент кафедри іноземних мов  
ДВНЗ “Українська академія банківської справи НБУ”

*Г.Б. Козловська*

Відповідальний за випуск

кандидат філологічних наук, доцент кафедри іноземних мов  
ДВНЗ “Українська академія банківської справи НБУ”

*І.А. Бокун*

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Мета видання – набуття та удосконалення студентами навичок ділового спілкування, зокрема під час презентації інформації англійською мовою.

Посібник складається з п'яти розділів, кожен з яких містить чітко сформульовані завдання та зразки їх виконання. Вправи, подані в посібнику, мають комунікативне спрямування і базуються на реальних професійних ситуаціях і контекстах.

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## INTRODUCTION

At one time or another, most people will be required to make a presentation involving visual aids (e.g., slides, overhead transparencies or now ubiquitous Power Point presentation). The ability to make effective presentations is a core skill for most people.

An effective presentation meets its objectives and is also marked by high-quality visuals and by smooth, practiced delivery. Handouts, too, should be of high quality. The content of the presentation and any supporting visuals or handouts should be relevant to the audience members and useful in light of their needs and requirements.

An effective presentation “happens” as a consequence of four related activities, the “Four P’s” of effective presentations. First, you must *plan*, *prepare* and *practice* your presentation. Then you must *present* it. The first three overlap and are separate from the actual presentation.

An effective presentation achieves its objectives or outcomes; its objectives are relevant to the interests, needs and requirements of the audience; its content is relevant to the objectives and the purposes of the presentation; is well organized and thought out; smoothly, professionally delivered using language familiar to the audience; uses high-quality visual aids and handouts; fits comfortably within the allotted time frame; reflects the polish and professionalism that come from planning and practice.

# UNIT 1. EFFECTIVE PRESENTATIONS – PLANNING AND PREPARATION

## PLANNING FOR A PRESENTATION

*Task 1. Read the information below and point out:*

- a) the key considerations involved in planning a presentation;*
- b) reasons for making a presentation;*
- c) reasons for having an Audience Profile.*

### **Planning as a key factor for a successful presentation**

If a presentation is to be given successfully, it needs to be planned carefully. There is no better rule. When making a presentation it is essential to know precisely what you are going to achieve, what results you are expecting. The plan should explain why you are going to give a presentation; who you will be talking to; where, when and for how long you want to give a presentation; and last but not least the subject matter and the format of a presentation.

### ***Reasons for making a presentation***

If you decide to give a presentation, you choose to do it, usually after you have thought carefully about the reasons for making this presentation. A presentation may be delivered for many reasons.

The presenter may want:

### Key Words and Expressions

*to inform the audience*

*to put the audience*

*in the picture*

*to introduce*

*about some subject matter*

*to reveal concern*

*to allay*

*rumours known to be spread*

*fears understood to be present*

*to encourage*

*to convince*

*to persuade*

*the audience*

*to make a decision*

*to take action*

*to sell goods / services*

When planning for a presentation it is essential to consider all the reasons involved: those you are going to declare and those you are not going to disclose. The hidden reason may be even more important than the stated one.

### ***People in the audience***

Having a clear idea of what the people in the audience are: their knowledge of the subject, status, age, business culture, specific interests – these help identify the needs of the audience. The information you are going to present should be tailored to meet the needs of the listeners.

### ***Venue and time***

The presenter should know exactly where and when the presentation is to be given. Its length should also be planned beforehand. Presentations made in the form of short, condensed talks are the rule in the management world.

### ***Subject matter and format***

The presenter must outline the subject matter of a presentation in full conformity with its targets. After providing answers to seven basic questions: **why? to whom? what? where? when? how long? how?** the presenter gets down to the script of the presentation.

## Grammar Box

### **Use of prepositions**

*to plan for a presentation*

*to give a presentation of some information to an audience*

*to attend*

*to sit in on*

*a presentation*

*during*

*after*

*a presentation*

**Task 2. Fill in the prepositions *for, of, with, in, down, to, on, about*.**

Part \_\_\_ planning a presentation means that you must ask yourself why, not what. The “what” part will be answered when you begin \_\_\_ organize your thoughts. \_\_\_ the beginning, you should concern yourself \_\_\_ why you are giving a presentation \_\_\_ a particular audience. The answer \_\_\_ this question should help you plan your presentation.

\_\_\_ example, you have been asked \_\_\_ give a presentation \_\_\_ a group \_\_\_ managers \_\_\_ your company \_\_\_ next year’s department budget. Don’t start writing \_\_\_ what you expect \_\_\_ say. Instead, ask

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yourself what you want \_\_\_ accomplish \_\_\_ your presentation. What is your opinion \_\_\_\_\_ the topic? Will you be asking \_\_\_ a budget increase, presenting a plan \_\_\_ increase company revenue or simply asking the audience \_\_\_ consider a new idea? What is \_\_\_ it \_\_\_ the audience members if they do what you ask?

## Key Words and Expressions

*to arrange*

*to plan for*

*to design*

*to build*

*to construct*

*to call*

*to begin*

*to start*

*to deliver*

*to do*

*to give*

*to make*

*to complete*

*to finish*

*a presentation*

**Task 3. Complete the text with the words from the box.**

room	Speakers	words
effect (2 times)	news	audience
“downsizing”	language	specialization
understand	Environment	speaking

All of us have our own area of \_\_\_\_\_. \_\_\_\_\_ must be careful not to use technical \_\_\_\_\_, abbreviations, acronyms, buzz \_\_\_\_\_, and so on that people in the audience might not \_\_\_\_\_. If in doubt, ask the \_\_\_\_\_ if they are familiar with the terminology and define it if necessary.

Consider the \_\_\_\_\_ and general environment in which you will be \_\_\_\_\_. Could seating, room size, equipment availability, and lighting \_\_\_\_\_ your interaction with the audience? \_\_\_\_\_ can also be thought of in terms of the psychological environment. Is there anything going on with the audience members that might \_\_\_\_\_ their reception of you and your ideas? Psychological environment could be affected by recent good news/bad \_\_\_\_\_ (the company landed a huge contract or the company just announced some \_\_\_\_\_?).

*Task 4. Read the information below and say if it is necessary to write out a presentation.*

### **Writing and rehearsing the script**

The material of a presentation should be written in a note form with a brief outline of the subject matter as its core. Writing out a presentation in full is advisable. While practising a presentation with the help of audio- and video-taped recordings to control the manner of speaking and body language don't forget to time the presentation to fit the available time. Fluency and confidence come with practice.

It is from notes only that the presenter should give his final presentation.

*Task 5. Read the text below and find mentioned:*

- a) advantages of using visual aids;*
- b) warnings about using the visual aids.*

### **Visual aids**

Dinckel and Parnham say that “The great danger (in using visual aids) is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. The visual aids need you, your interpretation, your explanation, your conviction and your justification”.

Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough just to read text from a visual aid.

There are many advantages to the correct use of visual aids. They can show information which is not easily expressed in words or they can highlight information. They cause the audience to employ another sense to receive information, they bring variety and therefore increase the audience's attention. They save time and they clarify complex information.

The presenter should explore the wide range of demonstration materials, their advantages and disadvantages in order to choose the ones that are most helpful to put over the subject of his/her talk, the ones that suit his/her style and fit in best. Information presented visually is better retained. This is a general truth.

### ***Rules for using demonstration material:***

- If you are going to use demonstration materials, use them well
- Ensure that you know how to handle them, make sure that they are all usable, in the right place and in the right order



- Never write or talk with your back to the audience
- What you write on the blackboard / whiteboard / flipchart, write clearly and distinctly.

*Task 6. Fill in the table using the sentences below.*

Use slides and visuals when you need to:	Do not use slides or visuals to:

1. Present simple ideas that are easily stated orally.
2. Avoid interaction with your audience.
3. Reinforce your verbal message (but not repeat it verbatim!).
4. Focus the audience's attention.
5. Make more than one point per slide.
6. Stimulate interest.
7. Illustrate factors that are hard to visualize.
8. Impress your audience with overwhelming detail or animation.

## Key Words and Expressions

*projector*

*slide*

*transparency*

*flipchart*

*crayons*

*whiteboard*

*marker pens / highlighters*

*overhead projector (OHP)*

*slide projector*

*laptop computer*

*multimedia projector*

*screen*

*cassette player*

*video player*

*handouts*

*Task 7. Look at the pictures below. Label the tools used to present visual information.*



x12958208 fotosearch.com



x14329169 fotosearch.com



x22810375 fotosearch.com



x16341717 fotosearch.com



**Task 8. Match the phrase on the left with the phrase on the right.**

1. Does anyone know	a) to be working
2. The projector doesn't seem	b) you'll see what I mean
3. It's interesting to note that	c) down now?
4. On the next slide	d) to the second graph
5. Can I take this slide	e) seen that sales have peaked
6. You will have	f) how it works?
7. Take a look at this chart and	g) the previous page
8. There is another example on	h) you can see an outline of the main points
9. I'd like to draw your attention	i) the number has leveled out

**Task 9. Put the following mini-presentations into the correct order by putting a number in the space on the left.**

- a) \_\_\_\_\_ Can everyone see it clearly?  
 \_\_\_\_\_ Yes, thanks. That's fine.  
 \_\_\_\_\_ Is it better now?  
 \_\_\_\_\_ OK. Here's the first slide.  
 \_\_\_\_\_ I'm sorry. Let me adjust it.  
 \_\_\_\_\_ No, sorry. It's not clear;
- b) \_\_\_\_\_ You can see that the departments are listed across the top in the first row.  
 \_\_\_\_\_ If you look closely you'll see that office staff did much better this year.

\_\_\_\_\_ It shows the results of the company language test  
\_\_\_\_\_ Take a look at this table.  
\_\_\_\_\_ and the names of those who took the test are listed on the left  
in the first column;

- c) \_\_\_\_\_ Could you explain again how the market is divided up?  
\_\_\_\_\_ Your graph is very helpful but can you just clarify how you  
worked out the figures?  
\_\_\_\_\_ Are there any questions?  
\_\_\_\_\_ Certainly. I'll do a quick break down for you on the flipchart.  
\_\_\_\_\_ Yes, let me find the relevant slide;

- d) \_\_\_\_\_ You can see that the mechanism inside is quite complex.  
\_\_\_\_\_ OK. On the next slide you can see a picture of the new model  
which will be launched next week.  
\_\_\_\_\_ And here, on this slide is a diagram of the inside and how it  
actually works.  
\_\_\_\_\_ Doesn't it look good?  
\_\_\_\_\_ Now, let's look at the programme for the launch which is on  
the following slide.

**Task 10. Choose the correct word to complete each sentence.**

- |   |  |
|---|--|
| 1. First, the customer _____ the form.                                  | completes / completed /<br>has completed |
| 2. It's interesting to ___ that sales peaked<br>in January.             | worry / note / surprise                  |
| 3. I'll help you with that _____.                                       | finish / later / end                     |
| 4. If the slide is not clear, I'll _____<br>it.                         | clear / change / adjust                  |
| 5. I have one more chart to show you<br>before we move _____.           | up / over / on                           |
| 6. Each line on the graph _____ one<br>of our lead brands.              | represents / removes /<br>focuses        |
| 7. You can see from this _____ that<br>I'm going to cover three points. | side / slide / session                   |

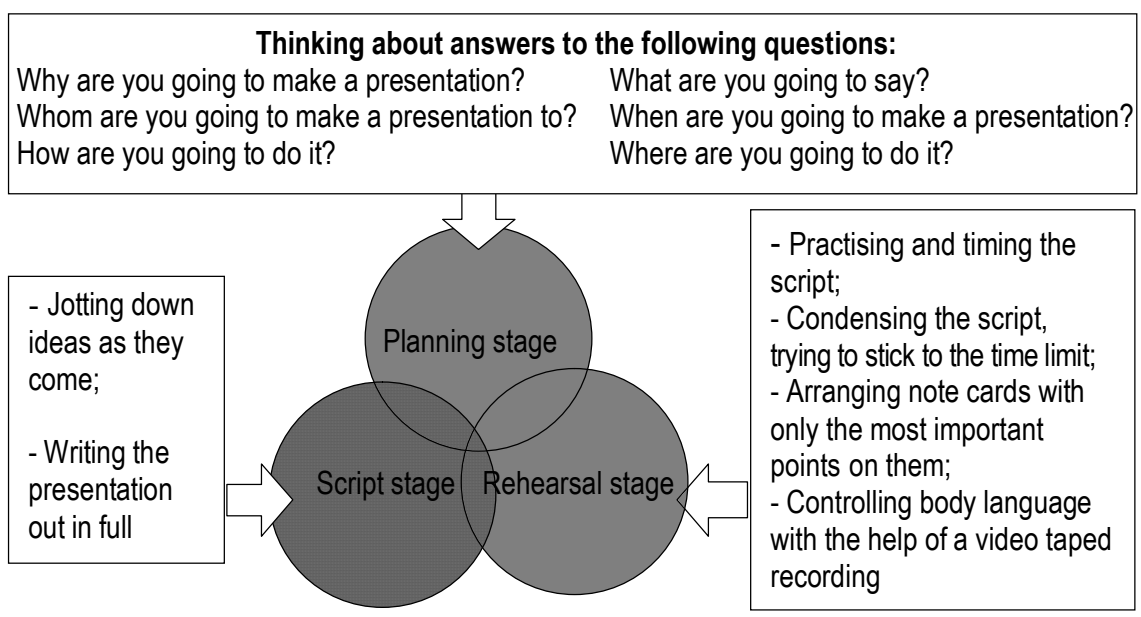
**Task 11. Look through the checklist and the chart below and advise your group mate on planning and preparation of a presentation.**

## Checklist

Before giving a presentation, make sure you have prepared it thoroughly. The list below might be helpful to check that all necessary standard operations have been conducted and it has been done correctly.

- Plan your presentation out to the last detail. Ensure that you know the following:
  - why you are making the presentation;
  - what you are going to say;
  - who you are talking to;
  - how you are going to put over your ideas and what demonstration material you are going to use, what handouts you are going to distribute;
  - where you are going to make your presentation;
  - time limits available;
- Produce a plan and demonstration materials;
- Write down all your ideas in note form first;
- Write your presentation out in full;
- Produce a script;
- Read the script and time it;
- Tailor the length of the presentation to fit the available time;
- Use a marker pen to point up most important ideas and facts, then transfer them onto numbered cards;
- Produce cards with the notes of the presentation;
- Rehearse again, this time from the note cards;
- Record the presentation on a video tape and control body language.

## PREPARING TO MAKE A PRESENTATION



## UNIT 2. PRESENTATION PROCEDURE

*Task 12. Read the information below and point out the presentation structure.*

Presentations may be given for different reasons, on different subjects, at different management levels, by people of different business culture and personal taste, but they will all be the same in structure. Language points will also be transferred from one presentation to another. Thus all well-balanced presentations are most certain to have two things in common: the underlying structure and the language points which typically arise to serve this structure.

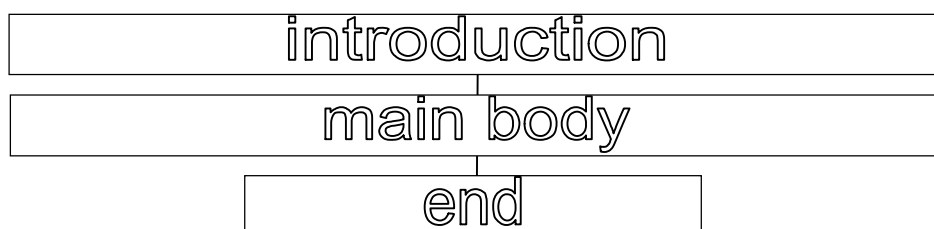
### *Features of the language*

There is no need to make the language of a presentation formal as in a report or word it carefully as in a speech. The language of a presentation should be simple. It is important to keep phrases short and clear (unambiguous).

### *Structure*

Presentations are commonly divided into three main sections: the introduction, the main body, the end.

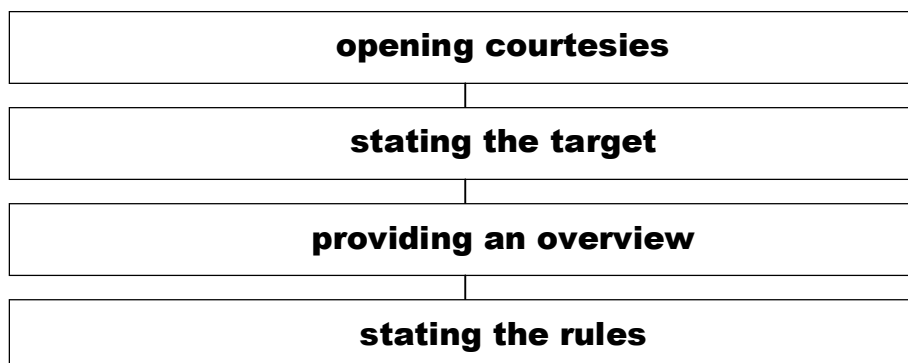
#### PRESENTATION STRUCTURE



### *Introduction*

A typical introduction is divided into four parts:

#### INTRODUCTION



*Task 13. In any presentation the beginning is crucial. Certainly some things are essential in an introduction and others are useful. Here is a list of what could be included in an introduction. Mark them according to how necessary they are using the following scale:*

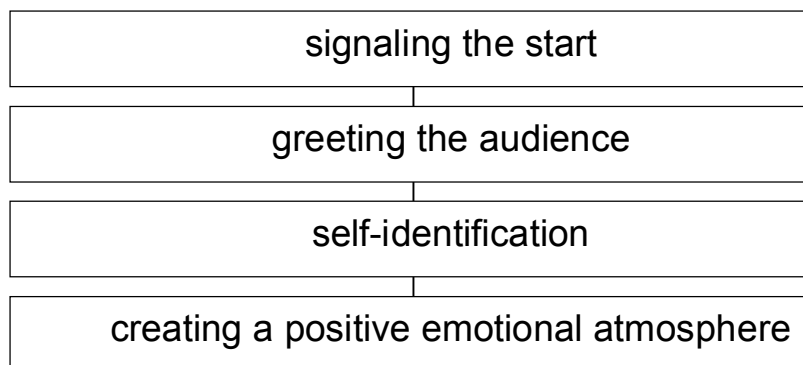
Essential		Useful		Not necessary	
1	2	3	4	5	
1. Subject / title of talk.					<input type="checkbox"/>
2. Introduction to oneself, job title, etc.					<input type="checkbox"/>
3. Reference to questions and / or discussion.					<input type="checkbox"/>
4. Reference to the programme for the day.					<input type="checkbox"/>
5. Reference to how long you are going to speak for.					<input type="checkbox"/>
6. Reference to the visual aids you plan to use.					<input type="checkbox"/>
7. The scope of your talk: what is and is not included.					<input type="checkbox"/>
8. An outline of the structure of your talk.					<input type="checkbox"/>
9. A summary of the conclusions.					<input type="checkbox"/>

### **Opening courtesies**

Common courtesy dictates that the presenter should signal the start, greet the audience, introduce himself/herself (or thank the person who has introduced the presenter to the audience) and create a positive emotional atmosphere (by giving a smile, telling a joke, either asking or asking for questions, etc.).

A good beginning makes a good ending. This is true of a presentation: the opening and closing bits are the most memorable ones, thus might be crucial to the success of a presentation.

#### **OPENING COURTESIES**



## Key Words and Expressions

### ✓ Signals to gain the audience's attention and begin a presentation:

*O.K.*

*Good. O.K.*

*Right. O.K.*

*Now then.*

*So.*

*begin.*

*get started.*

*Right then. Let's*

*make a start.*

*start.*

*Right. Shall we begin?*

*Can I have your attention, please?*

### ✓ Common forms of address, greeting and self-identification:

*Good morning,*

*afternoon,*

*evening,*

*ladies and gentlemen.*

*Ladies and gentlemen*

*Friends and colleagues,*

*Hello,*

*Hello,*

*everyone,*

*everybody, and welcome to...*

*may I welcome you on behalf of...*

*I'd like to welcome you to... on behalf of...*

*Good morning. My name is... and, as you probably know, I work as a consultant for... (Bealin).*

*I'm..., of... (Clear Pharmaceuticals Ltd).*

*I'd like to*

*begin by*

*stating our terms of reference.*

*Let me*

*My name's... I'm chairman of... (Andy Cook & Brothers), suppliers of car components.*

*Let me introduce ourselves, that's... (Harold & Pluto, Birmingham). Our company...*

*It's my privilege today to be talking to you about...*

✓ **Creating a positive emotional atmosphere:**

*It's a pleasure to be here.*

*Thank you for giving me the opportunity to speak to you today.*

*It's my privilege today to be talking to this distinguished gathering of professional experts in the field of ....*

**Task 14. Match a sentence or phrase on the left with one from the right.**

1. Please help yourself	a) describe the new proposal
2. If we're all here	b) Thank you Michel. It's good to be here
3. I'd like to start by	c) to the brochures at the back
4. I have a handout with the statistics on	d) let's make a start
5. I'd like to welcome Sonja Maiden	e) Please take one as I pass them around
6. After that I'd like to	f) please feel free to ask me
7. Today, I'd like to talk about	g) outlining the plan for the day
8. If you have any questions	h) the success we've had with after-sales

**Stating the target**

A clearly defined purpose is essential to grasp the audience's attention. The purpose of a presentation needs to be stated from the start.

**Key Words and Expressions**

***Phrases of purpose***

<i>My purpose</i>	<i>to analyse the current business situation.</i>
<i>My target</i>	<i>to review progress on the project.</i>
<i>My main aim</i> today	<i>to identify the causes of the company's successes.</i>
<i>My goal</i>	<i>to consider the reasons for the company's failures.</i>
<i>My objective</i> this morning	<i>to present a series of options.</i>
<i>The purpose</i>	<i>to report our findings.</i>
<i>The aim</i> of my presentation is	<i>to consider the present problem.</i>
<i>The subject</i> of this	<i>to look at the overall market of...</i>
<i>The topic</i>	



*I'm here today to sort out the future of the company.*

*I'd like to speak to you  
to talk about*

*I'm going to give you a brief outline of*

*We're going to discuss*

*the performance of the company.*

**Task 15. Choose a verb from the box to complete each of the sentences below.**

introduce	begin	take	have
present	leave	like	

1. If we're all here, I'll \_\_\_\_\_.
2. It's good to \_\_\_\_\_ Shireen here from the Head Office.
3. I have the figures for the last three months to \_\_\_\_\_ to you.
4. Would you like to \_\_\_\_\_ a handout?
5. I'd \_\_\_\_\_ to talk today about last year's sales figures.
6. I plan to \_\_\_\_\_ about twenty minutes for questions at the end.
7. I'd like to \_\_\_\_\_ our speaker today.

## Grammar Box

### **“What” statements of purpose**

You begin your statement of purpose with the word **“what”** if you want to lay special emphasis on the subject of your presentation.

*What I'd like to do this morning is to report our findings.*

*What we're going to discuss today are the prospects for the company.*

### **Providing an overview**

An effective presentation is a well structured presentation. A clearly stated and precisely structured overview is intended to give an indication of how a presentation is likely to be developed. The presenter outlines the main points of a presentation, thus signposts the way, gives a sort of route map that the audience can follow. It is a standard practice to provide an overview right after a statement of purpose, before the main body of a presentation.

## Key Words and Expressions

### ***Some most common methods of signposting a presentation:***

*Let me quickly put you in the picture about today's presentation.*

*I've divided my presentation*                      *in*                      *three parts/sections.*  
*into*

*I've divided up my presentation as follows.*  
*I'll be developing three main points.*

*My presentation*                      *will be*                      *in two main parts.*  
*divides*                      *into three parts.*

*In the first part of my presentation*                      *I'd like to*                      *talk about...*  
*First/firstly/first of all*                      *I'll...*

#### ***N.B.***

*"at first" will be out of place here*

*Second/Secondly,*                      *I want to*                      *discuss...*  
*we can*

*Third/Thirdly,*                      *I'm going to analyse...*

*Finally/Lastly,*                      *I'll be recommending...*  
*I'll finish with our recommendations.*

### ***Some general guidelines***

*Safe:*                      *I'd like to*  
*Let me*                      *analyse...*  
*Let's*

*Direct:*                      *I'll analyse...*  
*I'll be analysing...*

*Bold and*  
*Confident:*                      *I'm going*                      *to analyse...*  
*I want*

**Task 16.** The following sentences are mixed up. Put the words into the correct order.

*Example: for / to / thank / like / all / you / coming*

*I'd like to thank you all for coming.*

- 1) point / handout / of / have / with / my / the / a / main / presentation  
I \_\_\_\_\_;
- 2) customer / care / here / explain / to  
I'm \_\_\_\_\_;
- 3) Malaysian / I'm / office / the / Mohammed / from.  
Good morning. \_\_\_\_\_;
- 4) the / read / interesting / day / something / other  
I \_\_\_\_\_;
- 5) outline / begin / I'd / proposal / to / with / like / the  
To \_\_\_\_\_;
- 6) leader / you / sure / I'm / I'm / know / project / the  
As \_\_\_\_\_.

### **Stating the rules**

The audience is also told about the rules for relating the presenter and the audience: how long the presentation will last, what action, if any, is to be taken, when questions are invited.

### **Key Words and Expressions**

*This will take about half an hour.*

*I'll take about... minutes of your time.*

*I intend*

*I'm going*

*to talk to you for about... minutes.*

*Please stop me if you don't understand.*

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

*Feel free to ask questions during the presentation.*

*To save time,*

*In the interests of time,*

*could we leave questions until the end?*

*If you have any questions, I'll be glad to try and answer them at the end of my talk.*

**Task 17. Complete the sentences with the correct word.**

*Example: It's good to meet you.*

- |  |                         |
|--|-------------------------|
| 1. Did everyone _____ a handout?         | have / take / meet      |
| 2. Don't _____ about taking notes.       | give / get / go         |
| 3. Please _____ yourselves.              | worry / forget / think  |
| 4. Please feel _____ to stop me.         | meet / have / help      |
| 5. I'd like to _____ the past.           | expensive / free / open |
| 6. I want to _____ on the results first. | let / happen / describe |
|  | look / worry / focus    |

**Task 18. Write down a possible phrase or sentence for each of the following. Use the words provided in brackets.**

*Example: You are a sales manager from the Frankfurt office. Not everyone knows you. How do you introduce yourself at the beginning of a presentation? (I'm...)*

*Hello. I'm Dieter Kuhl from the Frankfurt office.*

1. David Wang has welcomed you and thanked you for coming to talk today. How do you reply? (glad)  
\_\_\_\_\_
2. You want to get everyone's attention so that you can start your meeting. What can you say? (here/begin)  
\_\_\_\_\_
3. You have handouts that you want to give to people. What can you say? (take)  
\_\_\_\_\_
4. In your presentation, you plan to explain the problems of the old process and then present the new process. How can you explain what you are going to do? (First / After that)  
\_\_\_\_\_
5. How can you tell your listeners that there will be time for questions at the end? (plan/leave)  
\_\_\_\_\_

**Task 19. Complete the following introduction with appropriate words.**

S. 1: Well, if everyone's (1) \_\_\_\_\_ (2) \_\_\_\_\_ start. It's great to have Liu Wei here (3) \_\_\_\_\_ the office in Beijing. As you (4) \_\_\_\_\_, he is the Director of Marketing and has achieved excellent results.

LW: Good afternoon. Thank you Sam. I'm (5) \_\_\_\_\_ to be here today. OK, today I'd (6) \_\_\_\_\_ to talk about the development in the Beijing office. We've had to develop quickly to meet the demands of the market and it's been hard work but very rewarding. In my presentation

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this afternoon I'd like to (7) \_\_\_\_\_ three main points. (8) \_\_\_\_\_, I'll briefly outline our small beginning two years ago; (9) \_\_\_\_\_ I'll explain how we adapted the RB409 range to suite the local market and (10) \_\_\_\_\_ I'll show our success. If you have any questions, there'll be (11) \_\_\_\_\_ at the end.

Before I start, I (12) \_\_\_\_\_ a handout for you. It has the graphs and main notes on it. Would you like to (13) \_\_\_\_\_ one? Here you are.

*Task 20. Work in pairs. Each of you should suggest a possible phrase for each of the prompts below.*

- a) greet your audience;
- b) introduce yourself;
- c) give the title of your talk;
- d) describe the structure of your talk;
- e) explain that the audience can interrupt if they want;
- f) say something about the length of your talk;
- g) say a colleague will be showing a video later.

*Task 21. Use the notes below to prepare a brief introduction to a talk on safety for a manufacturing company.*

<p>New safety conditions for production staff</p> <ol style="list-style-type: none"><li>1. Protective clothing</li><li>2. Training in accident prevention</li><li>3. Changes to working practices</li></ol> <p>Questions / discussions</p>
--

*Task 22. Give a one minute introduction only to a talk on any topic you like. If you cannot think of a topic, choose from the list below:*

- Your home town
- Your first ever job
- A thing you really like
- Your favourite sport
- Eating out
- Tourism
- Holidays
- Your hobbies

*Task 23. Prepare an introduction to a short talk on one of the following:*

- Your company and / or its products / services
- Any company you know well
- An institution you know well.

Decide who the audience is. Make notes.

Do not write the whole text. When you are ready, practise your introduction. If you can, make a recording. When you have finished, answer the following question:

- Did you make a recording? If you did, listen to it now
- Does the recording sound well prepared and competent?
- Did you read everything you said from detailed notes?
- Did you talk using only brief notes?
- Did you speak clearly and not too fast?
- Did you outline the topic, structure and content of your talk?
- Did you refer to the audience questions and to discussions?
- How could you improve your introduction?

*Task 24. Read the information below and identify the following:*

- a) *the relationship between the main body of the presentation and the introduction;*
- b) *a recommendation on one way to divide the main body of a talk;*
- c) *use of signalling words and phrases.*

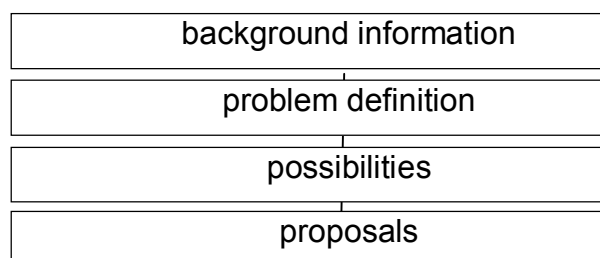
### **Main body of a presentation**

The main body of a presentation contains the details of the subject or themes described in the introduction.

The form of a presentation may vary taking the format that is most appropriate to its subject. First and foremost, this is true of the main body of the presentation: subject logic dictates techniques fully here, including the number of sections. Four logical, easily digestible parts, one moving to the next, are now standard.

Clearly there are many ways to divide the main body of a presentation and often different parts will themselves be divided into smaller sections of information.

#### **MAIN BODY OF A PRESENTATION**



## Use of signalling words and phrases

Signalling to the audience where they are throughout the whole of a talk:

- marking the start/finish of each key point;
- identifying every new idea, argument, topic;
- linking and sequencing information.

## Key Words and Expressions

*Now,...*

*Now for...*

*Now then,...*

*Right.*

*Right then,...*

*Let me outline*

*the idea.*

*the plan.*

*Let me*

*draw your attention to...*

*point out that...*

*focus on...*

*digress.*

*Let me remind you*

*that...*

*about...*

*Let me*

*go on*

*move on to the second part of...*

*turn*

*Next we come to...*

*Turning now to...*

*As I mentioned*

*earlier,...*

*at the beginning,...*

*in the first part of my talk,...*

*a few moments ago,...*

*As I've already said...*

*I'll*

*come*

*return*

*to that*

*to this point*

*to this problem*

*later.*

*in a few minutes.*

**Task 25. Choose the best word or phrase to complete each sentence.**

*Example: The first problem is the lack of staff:*

*a) problem; b) solution; c) overall; d) direction.*

1. I'd like to change \_\_\_\_\_ and talk about solutions.  
a) aim;            b) turns;            c) direction;            d) options.
2. That's an overall look, now let's focus on the \_\_\_\_\_.  
a) technical;    b) necessary;    c) continue;            d) details.
3. EU \_\_\_\_\_ European Union.  
a) looks for;    b) stands for;    c) is for;                d) represents for.
4. There only two \_\_\_\_\_. First, we can upgrade our current system or second, we can buy a new one.  
a) behaviours;    b) possible;            c) instances;            d) options.
5. To \_\_\_\_\_ up, I have explained the problems and given three solutions.  
a) build;            b) sum;                c) finalise;            d) end.
6. OK. We've looked at customers' complaints. I'd now like to \_\_\_\_\_ to looking at our retraining programme.  
a) change;            b) sign;                c) turn;                d) move.
7. It \_\_\_\_\_ to me that there are many opportunities for us to grow.  
a) seems;            b) could;                c) might;                d) should.

## Grammar Box

### **Use of "Let me..." signals**

#### **Let me + bare infinitive**

*Let me*                    *sum up.*  
                              *recap.*  
                              *finish here.*

#### **Let me + bare infinitive + with + a noun**

*Let me begin with*    *the history of the company.*  
                              *the first part of my presentation.*

#### **Let me + bare infinitive + by + ...ing form**

*Let me*    *begin*                    *looking at the factors which...*  
                 *start*  
                 *continue*                *by analysing the current business situation.*  
                 *finish*                        *reminding you that...*  
                 *conclude*



## Background information

Experience tells us that in most cases the presenter cannot do without some background information. Before he gets down to the problem itself, he/she has to survey:

- the history of a problem/company;
- the factors which influenced the failures/successes of a company / a project;
- the present state of things in a particular area (unit, department, company, industry, science);
- the home/overall market for a particular commodity;
- all the potential competitors;
- the standards of performance in the key area;
- the relationship between companies etc.

## Grammar Box

### *Use of tenses for presenting background information*

There cannot be any rigid rule for using one particular tense form when presenting some background information. All the past and present tenses are commonly used in this instance.

The presenter may use one and the same tense form throughout the whole of the background information or a variety of tenses, this wholly depends on the content and style of a presentation.

### *Talking about the past*

The past tenses, in particular The Past Simple, are preferable for giving the history of the subject matter of a presentation, e.g. the historical performance of a company.

### *Stating the situation in a particular area*

The present tenses (Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous) are used to outline the current state of things in a particular market/industry, etc.

### *Relating cause and effect*

The present tenses are also used to summarize background information and build a link between the past and the present, the general and the particular.

*Task 26. Fill the gaps in the texts below with a word from the box (don't forget to put the verbs into the correct tense form).*

a)

out	to be	increase	in	peak
rise	show	to		

The graph (1) \_\_\_\_\_ our book sales last year. From January (2) \_\_\_\_\_ March sales (3) \_\_\_\_\_ gradually from 20,000 to 35,000. After March, sales continued (4) \_\_\_\_\_ steadily to 50,000 (5) \_\_\_\_\_ June. From June to August, sales levelled (6) \_\_\_\_\_. The lowest point in the year (7) \_\_\_\_\_ in October. Our best month was December when sales (8) \_\_\_\_\_ at 70,000.

b)

profit	make	break	prediction	expect
--------	------	-------	------------	--------

Let's look at the financial figures. Unfortunately, figures were below (1) \_\_\_\_\_ last year. In fact, we (2) \_\_\_\_\_ a loss of \$20,000. However, this year, predictions that we will (3) \_\_\_\_\_ even. If things go as we (4) \_\_\_\_\_ we will be making a (5) \_\_\_\_\_ in two years' time.

c)

following	in	less	predict	as	next
-----------	----	------	---------	----	------

Having looked at the data, I (1) \_\_\_\_\_ there will be a steady increase in sales over the (2) \_\_\_\_\_ six months. The drop (3) \_\_\_\_\_ sales over the last three months is unusual and will not continue. Sales are more or (4) \_\_\_\_\_ stable now and as far (5) \_\_\_\_\_ I can see, they will start to rise gradually over the (6) \_\_\_\_\_ months.

*Task 27. Read the information below and say what is considered to be essential while presenting a problem of central concern to the audience.*

### **Problem definition**

#### ***Presenting a problem of central concern to the audience***

It is essential:

- to identify the main points;
- to lay special emphasis on the root of the problem;
- to use only real facts relating to the problem;
- to get arguments and figures into the best order possible.

There is no need to give details: if you are talking to people who know nothing about the problem, details will not help, they will only confuse the matter. If the audience know a lot about the subject, details will only annoy them. If the problem is really complex, it needs detailed handouts.

## Key Words and Expressions

### **Ways of introducing a problem**

*I'd now like to*

*define*

*the main problem here.*

*Let me*

*explain*

*I think that the main problem is...*

*Now for the main problem.*

**Task 28.** Put the following words and phrases into the correct gaps in the paragraph.

As a result	The next	First	in other words
Next	Third	For example	

(1) \_\_\_\_\_ problem is follow-up. (2) \_\_\_\_\_ phoning the customer again to make sure that they're happy with our service. Why is follow up important? (3) \_\_\_\_\_, it makes the customer feel that we care (4) \_\_\_\_\_ it makes them loyal to us. (5) \_\_\_\_\_ we can solve problems before they become too big. (6) \_\_\_\_\_, last week we phoned Mr Smith and found that his order had not been delivered. He'd tried to call us but no one had answered, so he was very pleased that we had called him. (7) \_\_\_\_\_ of this, he's now very happy and will probably tell his friends about us.

**Task 29.** Read the information below and identify recommendations about speaking technique which can help the presenter to reach the target of a presentation.

### **Possibilities**

The presenter suggests possibilities open to the audience for solving the problem and considers all the alternatives. The following tactics are preferable: positive factors come before negative, then the positive factors are resulted to reinforce the argument.

After considering all the options, the presenter starts tentatively urging the audience to go for the option of his/her choice, i.e. the target of a presentation.



*It might be wise to accept option B.  
I think it might be a good idea to choose*

*That's one possible course of action. The other one is...  
option.*

*Are there any alternatives to this possibility?  
What alternatives are there?  
This alternative also has points in its favour.  
Let's suppose we took option A. What would happen then?  
If we took option A, we would...*

*We accept this option because...  
have chosen*

*This option will also include...*

*Option B proposes reorganizing...  
a reorganization of...*

### **Ways of criticising alternatives**

*There is no prospect of... in option A.  
little in either of the options.*

*Our findings suggest there would be little prospect of... in option C.  
The survey suggests*

*In option B the prospects for... are remote.  
Our choice is very limited: the choice between... and...  
In either case the result is the same.  
I must warn you of the possible consequences of option A.*

*The company has no other choice; we must...  
choice but to accept their proposal.*

*I don't want to be negative about this option but...  
There is no possibility of... in option C.  
The project will never be a commercial success.*

*We reject this option because...  
rule out  
have decided against*

*It's an alternative with very little to recommend it.  
The prime drawback of this alternative is...*

*Let me now list  
enumerate the points against this option.*

*None of the options is satisfactory.*

**Task 30. Complete the questions using a word from the box. Some words may be used more than once.**

	Why	How	What	Does	Where
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____

**Task 31. Put each of the verbs into the past.**

1. Two years ago we (introduce) \_\_\_\_\_ a new computer system.
2. Last month our response times (be) \_\_\_\_\_ better.
3. At the beginning of the talk, I (explain) \_\_\_\_\_ our new vision.
4. I said at the beginning that we (have) \_\_\_\_\_ three new products.
5. Last year we (sell) \_\_\_\_\_ more than the previous year.
6. Earlier in my talk, I (mention) \_\_\_\_\_ that there were four points.

**Task 32. Put the following questions into the correct order.**

- 1) do / customers / so / why / many / complains \_\_\_\_\_ ?
- 2) do / new / our / product / what / you / know / about \_\_\_\_\_ ?
- 3) increase / can / sales / how / we \_\_\_\_\_ ?
- 4) products / is / to / buy / our / who / going \_\_\_\_\_ ?
- 5) product / what / the / is / new \_\_\_\_\_ ?

- 6) we / compete / when / changes / the / can  
\_\_\_\_\_?
- 7) start / we / where / shall  
\_\_\_\_\_?
- 8) in / options / the / situation / what / our / are / current  
\_\_\_\_\_?
- 9) at / the / open / are / the / possibilities / present / to / company / what  
\_\_\_\_\_?
- 10) alternatives / this / are / possibility / any / there / to  
\_\_\_\_\_?
- 11) there / are / what / alternatives  
\_\_\_\_\_?
- 12) happen / what / then / would  
\_\_\_\_\_?

**Task 33. Start each sentence with an appropriate word from the box.**

Again	For instance	In short	I think	As a result of this
-------	--------------	----------	---------	---------------------

- \_\_\_\_\_, we should employ more staff (your opinion).
- \_\_\_\_\_, there are two choices (summary).
- \_\_\_\_\_, we now have to start again (consequence).
- \_\_\_\_\_, this is our only chance (repeating in different words).
- \_\_\_\_\_, they think our programme is easy to use (example).

**Task 34. Match a sentence or phrase from the left column with one from the right column.**

- |   |   |
|---|---|
| 1. MD stands for.                                 | a) for example, it will help us to look at customer information much quicker; |
| 2. I've explained how we worked last year.        | b) in turn;   |
| 3. The new information system will help us a lot. | c) we have a lot of people interested in this idea;                           |
| 4. I'd like to move on now.                       | d) these important questions;   |
| 5. As I said earlier in the talk.                 | e) I now want to turn to our plans for this day;                              |

6. I'll answer each question.                      f) the majority of customers were not satisfied with our services;
7. We must ask ourselves.                      g) Managing Director;
8. I'm sorry to say that.                      h) and look at another answer to this problem.

*Task 35. Fill the gaps in the sentences below with a preposition.*

of	with	in	for	to	on	by	out
----	------	----	-----	----	----	----	-----

1. None \_\_\_\_\_ the options is satisfactory.
2. It's an alternative \_\_\_\_\_ very little to recommend it.
3. I must warn you \_\_\_\_\_ the possible consequences \_\_\_\_\_ option A.
4. This alternative also has points \_\_\_\_\_ its favour.
5. It is also possible \_\_\_\_\_ the company \_\_\_\_\_ enter new markets.
6. Imagine that we merged \_\_\_\_\_ the company.
7. I want to focus \_\_\_\_\_ the five-year plan.
8. Let me begin \_\_\_\_\_ giving our terms of reference.
9. It's my privilege today to be talking \_\_\_\_\_ this distinguished gathering \_\_\_\_\_ professional experts \_\_\_\_\_ the field.
10. I'm here today to sort \_\_\_\_\_ the future \_\_\_\_\_ the company.

*Task 36. Read the information below and point out:*

- a) *recommended techniques of stating a proposal;*
- b) *ways of stating a proposal.*

## **Proposal**

### **Stating a proposal**

The presenter should state a proposal, making it absolutely clear to the audience, giving the reasons why he/she thinks the recommended solution is true or correct.

When recommending a course of action it is particularly important to emphasize the right or even ideal solution as the presenter sees it rather than criticize the alternatives. It seems appropriate to suggest that now it is the time for action.

If the idea supported by the presenter has some weaknesses, it is advisable to make sure that these are presented in the first half of the argument, whereas all the persuasive factors are given in the second half.



## Key Words and Expressions

### **Ways of stating a proposal**

*Well, where has all that got us to? The only satisfactory option open to us is option A.*

*The only option which can result in prompt action which is required is...*

<i>So, my recommendation is</i>	<i>to reorganize... the first option, option B.</i>
<i>So, I I strongly</i>	<i>recommend a reorganization.  the following. the following plan/idea/solution.</i>
<i>I'd like to propose</i>	<i>a merger.  that you                      reorganize...    should reorganize...</i>
<i>The            proposal                   idea</i>	<i>is to try and reorganize the company.</i>
<i>I would suggest</i>	<i>a reorganization. that we now reorganize.</i>
<i>What I'm suggesting is...</i>	
<i>My suggestion is that we</i>	<i>increase                      the price. should increase</i>
<i>We really            think                           feel</i>	<i>this is the best way to proceed.</i>
<i>I wish to make it crystal clear that this is the only way out under the circumstances. This is our only option.</i>	
<i>To put it briefly In a nutshell</i>	<i>the problem. the difficulties in the area. the company's financial difficulties.</i>
<i>I hope you'll agree that this proposal is the right one for the company.</i>	

*Use of verbs to talk about possibilities and their results*

**Suppose**

verb + subject	+ present tense	realistic possibility
	+ past tense	more remote possibility
	+ were to / should	

*Suppose we don't accept this option.*

<i>Let's</i>	<i>suppose the two companies</i>	<i>merge.</i>
<i>Just</i>		<i>merged.</i>
		<i>were to merge.</i>

*Supposing the company should go bankrupt, what would you do then?*

**Propose, suggest**

The two verbs are used in exactly the same way but propose is slightly more formal than suggest.

verb	+ noun / pronoun
	+ gerund
	+ (that) subject + present tense
	+ (that) subject + should + bare infinitive (formal)
	+ (that) + noun / pronoun + (should) + passive infinitive

*We propose a reorganization of the company.*

*I would suggest reorganizing the company.*

*I propose that we reorganize the company.*

*I suggest that we should reorganize the company (formal).*

*We propose that the company (should) be reorganized (formal).*

**Advise, recommend**

verb	+ noun / pronoun
	+ gerund

*I recommend a merger with another company.*

*We advise reorganizing it at once.*

Also:

*I would strongly recommend that you reorganize the company.*

*I would strongly advise you against it.*

*I advise you to accept the proposal.*

**Expect, forecast, foresee, predict**

verb	+ noun / pronoun
	that + subject + future tense

*We expect changes in their strategy.*  
*I predict good prospects for the company next year.*  
*We foresee that the market will decline in the nearest future.*  
*We forecast that they will be pulled out of the market.*

expect + object + infinitive

*We expect the high inflation rate to last for a month.*

**Modal verbs for advice, opinion, suggestions and recommendations**

**must**

**ought to** for advice and necessity

**should**

*You should proceed with new development projects under the circumstances.*  
*You haven't much option in the matter. You must take on this new development project.*

*The company must conduct research in this area if it wishes to survive.*

**cannot or can't**

(as the negative of "must")

**may/might**

to express probability and certainty

**must**

**will**

*It is my view that the company cannot survive.*

*I feel that the results may be disappointing.*

*This, in my opinion, must be the best course of action.*

*My feeling is that the company will survive.*

**could**

to suggest doing something

*You could go into research.*

*This could help the company improve the situation.*

**you might + like/want/wish**

for very polite suggestions

*You might like*

*I thought you might*

*want*  
*wish*

*to reconsider our offer.*

**it might be**

+ a noun group

+ an adjective group

for very polite suggestions

*It might be a good idea*

*I think it might be wise*

*to merge with another company.*

**Use of conditional sentences** to consider a possible situation or course of action and try to decide what the results might be.

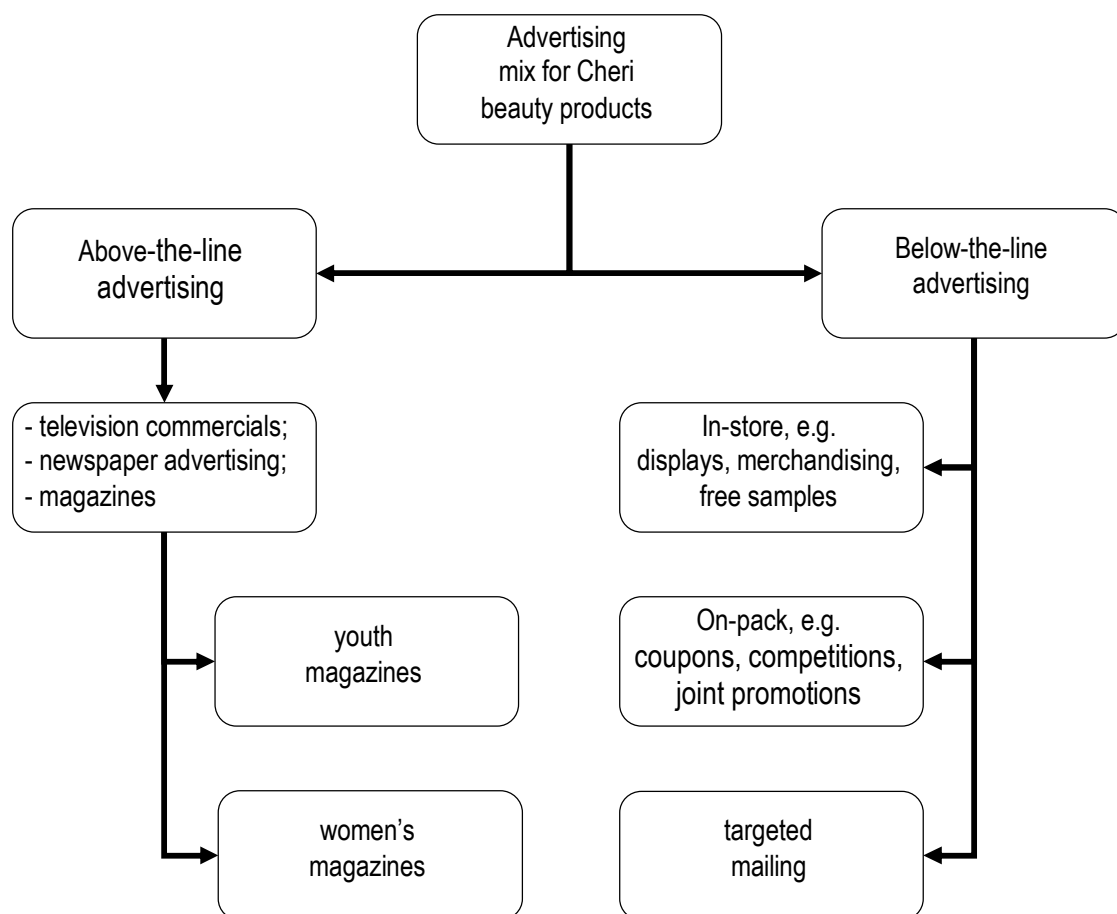
***When there is a realistic possibility:***

*If we choose option B, we'll enter the original equipment market.  
we enter*

***When the possibility is more remote, or unlikely:***

*If we chose option C, we would have to increase efficiency.*

**Task 37.** The information below is part of a Product Manager's notes for a presentation on an advertising mix for a new range of beauty products, with the brand name Cheri. He is talking to a marketing team set up to promote the new range. Use the notes to give a short summary of the information using the active vocabulary.



Begin as follows:

*“Good morning, everyone. I’d like to talk about the advertising mix for the new Cheri range of beauty products. We are planning two categories of advertising, above-the-line and below-the-line. I’ll talk first about.....”*

Vocabulary:

*Merchandising*: Any direct efforts to encourage sales of a product, increase consumer awareness, etc.

*Above-the-line-advertising*: Mass media advertising, such as television, radio and newspaper.

*Below-the-line-advertising*: Forms of advertising at the point of sale or directly on the product, such as packaging, shop displays, etc.

**Task 38.** Choose one of the situations below to present a short extract from a presentation. Use linking expressions to connect the different parts of the talk.

**Situation 1.** You are a Project Manager of Soyan, a Dutch electronic components manufacture. You have to give a presentation to colleagues explaining the company's decision to build a factory in Indonesia.

Important factors influencing the decision are:

- a) local employment conditions: well-trained workforce, skilled in oil industry, experienced in chemical engineering;
- b) local economic factors and market potential: strong growth in Indonesian economy, wealth of Java, good location, access to Southeast Asia market;
- c) economically strong area;
- d) available subsidies, tax concession; government wants inward investment.

**Situation 2.** You are a design consultant working for Land Inc., a New York-based financial services company. The company plans to build new offices for its European headquarters in Brussels. There are three tenders for the design. Present an overview of each tender to senior executives of the company.

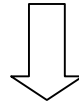
- a) Fox Lee Associate: British
  - \$4,0m;
  - conventional air conditioning and heating system;
  - neo-classical design;
- b) Shikishima: Japanese
  - \$5,8m;
  - ultra-modern;
  - solar energy-based heating and air-conditioning;
- c) Herald Khaan Group: Dutch
  - \$6,0m;
  - 20 % more office space;
  - low-running costs, conventional heating;
  - modern design;
  - exceptional energy conservation.

**Task 39. Use the information below to give a presentation of about seven minutes. Use listing, linking and sequencing where necessary.**

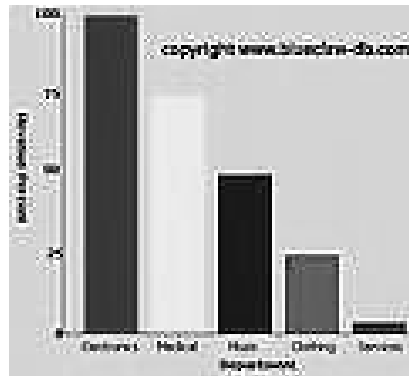
You have been asked by GANI Inc., Boston-based toy manufacturer, to advise them on a business plan to reverse falling sales. Make a presentation to GANI executives. Tell them your recommendations.

### ***Sales of GANI toys***

#### Introduction



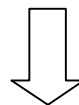
#### 1. Global decline in sales



Comparison between combined sales for 2002 and 2006

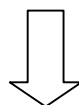
#### 2. Reasons for decline in sales:

- poor investment in new products;
- old products losing appeal, not fashionable;
- declining marketing budget.

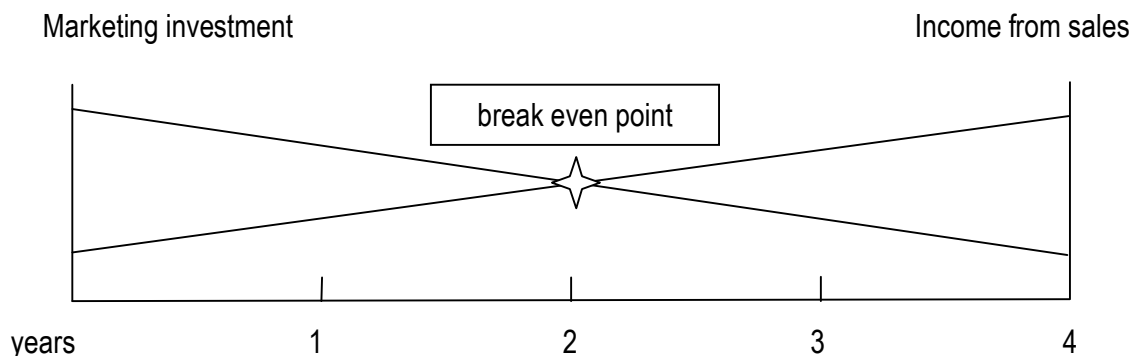


#### 3. Proposed action to reverse trend:

- drop half of existing product range;
- new product investment;
- new marketing strategy with heavy marketing investment.



#### 4. Prospects.



**Task 40.** Prepare an informal presentation on a topic of your own choice.

- It does not have to concern your studies but should be a topic which interests you
- Think about having a clear introduction and clear structure
- Include visual aids if you like

Give the presentation to your group mates.

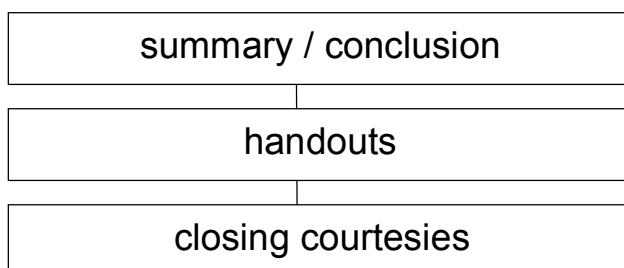
**Task 41.** Read the information below and answer the following questions:

- a) What does the end of a presentation contain?
- b) What is the difference, if any, between a **summary** and a **conclusion**?

### The end of the presentation

The end of the presentation may contain a different number of sections, two at the minimum, more often – three:

#### THE END OF THE PRESENTATION



### Summary

- restates main points;
- restates what the audience must understand and remember;
- contains no new information;
- is short.

## Conclusion

- states the logical consequences of what has been said;
- often contains recommendations;
- may contain new and important information;
- is short.

The presenter should remember that introductions and conclusions put the head and tail on the body of the presentation. If they are missing, or not fully developed, the presenter doesn't have a complete presentation and it will be evident to the audience.

## Key Words and Expressions

### *Ways of summing up*

*This brings me to the final part of my presentation here today.*

*I'd like to conclude by reminding you that...*

*So, in conclusion, I'd like to* *emphasize...*  
*go over the main points again.*

*To sum up then...*

*So, just to summarize. It's absolutely clear that...*

*So, to summarize what has been said so far.*

*Let me* *summarize* *the main points in a few words.*  
*I'd now like to* *our findings.*

*To recap* *we* *must...*  
*the company* *should...*  
*ought to...*

*As you've seen today,...*

*So, we've considered two options today and we can say that...*

**Task 42. Complete each sentences by choosing the correct verb from the box. Make sure the verb is in the correct tense and agrees with the subject.**

sum	listen	remember	cover	use	have	be	improve	outline
-----	--------	----------	-------	-----	------	----	---------	---------

1. To sum up, I \_\_\_\_\_ three problems with the system.
2. We just \_\_\_\_\_ time for a few questions.
3. I want to thank you all for \_\_\_\_\_ today.
4. \_\_\_\_\_ there any questions?
5. That \_\_\_\_\_ up my description of the new proposal.





*Let me give you copies of...*

*I've prepared a detailed list of...  
details of yearly sales which...*

*I'll be handing out now...*

*In this folder which I'll be passing out you will find copies of...*

***Asking someone from the audience to help you***

*Could you hand around these leaflets, please?*

*Please pass the pictures round.*

***N.B.***

*“hand around” means the same as “hand round”  
“pass around” “pass round”*

### **Closing courtesies**

Thanking the audience and inviting them to ask questions.

## **Key Words and Expressions**

### **Thanks**

*That's all I have to say for now. Thank you.*

*Thank you for being attentive.  
listening to me attentively.*

*That concludes my talk. Thank you all for your attention.  
Let me finish here.*

### **Invitation to ask questions**

*If you have any questions, please feel free to ask them.*

*Please feel free to ask questions.*

*Does anyone have any questions?*

*Any questions?*

*If there are any questions, I'll be glad  
pleased to answer them.  
happy*

*No doubt you have many questions, so...*

*You're welcome to ask questions.*

**Task 45. Complete the following sentences with the best preposition from the box.**

into	for	as	with	in	by	of	up
------	-----	----	------	----	----	----	----

- I want to finish \_\_\_\_\_ thanking you all.
- So, to sum \_\_\_\_\_, I have presented three solutions.
- Let's put the plan \_\_\_\_\_ practice.
- Please feel free to get \_\_\_\_\_ touch \_\_\_\_\_ me.
- I'd be happy \_\_\_\_\_ you to speak to me.
- Customer loyalty is the result \_\_\_\_\_ good customer service.
- \_\_\_\_\_ George Burns once said, "Don't stay in bed, unless you can make more money in bed".

**Task 46. Match a phrase or sentence on the left with a phrase or sentence on the right.**

- |   |  |
|---|--|
| 1. I think this proves the point that.  | a) of the new proposal;                                |
| 2. First, I outlined the old system.    | b) for a few quick questions;                          |
| 3. Finally, I'd like to.                | c) to the organizers of this event;                    |
| 4. I recommended the third option.      | d) then, I explained the advantages of the new system; |
| 5. If you need to get in touch with me. | e) lower prices mean higher sales;                     |
| 6. That sums up my description.         | f) There are two main reasons for this;                |
| 7. A special thanks.                    | g) my email address is on the screen;                  |
| 8. There's just time.                   | h) thank you all for listening this afternoon.         |

**Task 47. Complete the following using the appropriate words from the box.**

recommended	with	sum	decide	time	listening	third
then	just	thank	up	next	solutions	

So, to (1) \_\_\_\_\_ (2) \_\_\_\_\_, I explained the problem (3) \_\_\_\_\_ the existing system and (4) \_\_\_\_\_ presented three possible (5) \_\_\_\_\_. The first solution requires new equipment, the (6) \_\_\_\_\_ solution needs more staff and the (7) \_\_\_\_\_ solution needs a complete change of strategy. We now need to (8) \_\_\_\_\_ which solution we will select. I (9) \_\_\_\_\_ the third solution because it will benefit the company for longer. Finally, I'd like to (10) \_\_\_\_\_ you for (11) \_\_\_\_\_ this afternoon. (12) \_\_\_\_\_ is nearly up, so we (13) \_\_\_\_\_ have a few minutes for questions.

**Task 48. Choose the best word to complete each sentence.**

1. I have \_\_\_\_\_ the points I needed to.  
a) covered;    b) spoken;    c) wanted;    d) advantage.
2. This proves the point that customer service is the \_\_\_\_\_ to customer.  
a) move;    b) reason;    c) cause;    d) key.
3. As well as pros, there are also \_\_\_\_\_.  
a) cons;    b) compromise;    c) advantages;    d) negative.
4. We have some time for a \_\_\_\_\_ questions.  
a) little;    b) few;    c) many;    d) much.
5. Let's work together to see our company \_\_\_\_\_ its potential.  
a) achieve;    b) declare;    c) reward;    d) succeed.
6. The \_\_\_\_\_ disadvantage is the time it would take.  
a) small;    b) large;    c) main;    d) certain.
7. In the \_\_\_\_\_ of a well-known philosopher, .....  
a) quotes;    b) words;    c) murmurs;    d) said.
8. Are there any \_\_\_\_\_ questions or comments?  
a) fast;    b) few;    c) quick;    d) less.
9. That's the plan in \_\_\_\_\_.  
a) real;    b) idea;    c) sum;    d) theory.

**Task 49. Look at the following overhead transparencies used in a presentation on safety procedures on an oil platform. Use them to reconstruct the end of the presentation.**

Begin as follows:

*“That concludes the main part of my talk. Now I'd like to...”*

<b>Summary</b>	<b>Conclusion</b>
<ol style="list-style-type: none"><li>1. Three incidents in the year show communication problems.</li><li>2. 35 % of incidents in the last 5 years contain some degree of communication problem.</li><li>3. Existing communication procedures are not considered satisfactory</li></ol>	<ol style="list-style-type: none"><li>1. Training must place more emphasis on communication procedures.</li><li>2. Programme of regular revision of communication procedures should be introduced</li></ol>

## UNIT 3. QUESTIONS AND ANSWERS DURING AND AFTER A PRESENTATION

*Task 50. Read the information below and point out question-and-answer techniques mentioned in the text.*

### ***Encouraging your audience to ask questions***

Most presentations include time for audience questions during the session or at the end. In many cases the speaker has the option of when to have questions asked. If this is the case, ask the audience to interrupt you whenever they have questions, or request they save questions until you have finished the presentation. When you have delivered technical information, complicated ideas, or are leading a training session, it is a good idea to check audience comprehension by taking questions.

If you ask for questions passively, you will not encourage a response. This is often just a matter of body language. Standing away from the audience, hands stuffed in your pockets, and mumbling “Any questions?” Does not encourage questions from an audience.

Those who actively seek questions will step toward the audience, raise a hand and ask, “Does anyone have questions for me?” You might also ask, “What questions do you have?” You assume the audience will ask questions, and they often do. Also pause long enough after asking for questions, so the audience will have time to think of questions. Raising your hands will accomplish two things. One, it is the visual signal for questions and will encourage those who might be shy. Also it helps keep order. The audience will follow your lead and raise their hands, instead of yelling out their questions.

### ***Listening attentively to questions***

Perhaps you have seen a speaker listening to a question while pacing back and forth, not looking at the person asking the question. The speaker may not know what is being asked until the question is finished. It is important to wait until the questioner has finished.

While the question is being asked, you should watch the person who is asking it. Often it is possible to pick up clues to the intensity of the question, the feelings behind it, and any hidden agendas. Pay attention to the questioner’s body language.

During questions, be careful what you do with your hands! Imagine giving a presentation enthusiastically, and presenting your ideas confidently.

Then imagine that when you receive a question, you stand looking at the floor rubbing your hands together nervously. This behaviour can negate the confident image you provided during the presentation. Your hands should stay in a neutral position, arms at your sides, fingers open. Focus on the question and listen carefully.

### ***Prepare for questions***

You should be able to anticipate most of the questions you receive. Practise answering them. Prepare for the worst and everything else will seem easier. Some speakers prepare back-up visual aids, to be used specifically when answering anticipated questions.

### ***Don't preface your answer***

When a speaker starts an answer with, "That's a very good question; I'm glad you asked it," it may be a sign that a speaker is unsure of the answer. At the end of your question-and-answer session you can say something like, "Thank you for all your excellent questions".

### ***Clarify***

If the question you receive is lengthy or complex, restate it for clarification. This may not be necessary, if the question is simple and straightforward. But sometimes, people are thinking aloud as they formulate their questions and even the most simple inquiry may become confusing as it is buried in 17 paragraphs of their commentary. Clarifying can also allow you to soften hostile language used in the questions and give you more time to consider your answer.

### ***Amplify***

Have you ever been sitting in the back of an audience and someone in front row asks a question and you can't hear it? If in doubt you might want to repeat the question so that you are sure everyone heard it. This technique can also give you extra thinking time.

### ***Maintain your style***

When answering questions, it is important to maintain the same style and demeanor you used in the presentation. A change in demeanor can suggest that you are not confident about your position.

### ***Be honest***

If you don't want to answer to a question, simply say, "I don't know the answer but I will find out and get back to you". Or, if co-workers might know the answer, you can ask them for help.

### ***Involve the whole audience in your answer***

Have you seen speakers who get involved with the person who has asked a question and ignore the rest of the audience? In some situations the questioner may try to “hook” the speaker with a difficult question. You can always tell if a speaker is “hooked” because he or she focuses only on the person who asked the question.

### ***Employ the 25-75 % rule***

Direct approximately 25 % of your eye contact to the person who asked the questions and approximately 75 % to the rest of the audience. (This is especially important in a hostile question-and-answer situation). Don’t ignore the person who asked the question or the rest of the audience. This will help you stay in command of the situation and keep the audience involved in your presentation.

### ***Keep answers to the point***

Don’t belabor an issue. Make your answer long enough to cover the subject but short enough to be interesting!

### **Dealing with hostile questions**

Let’s face it, sometimes people in the audience are upset or angry and they are going to take it out on you. It is probably one of the most difficult situations speakers face. Here is a three-step process for dealing with tough situations:

#### ***Acknowledge feelings, fact, or both***

For example, someone asks, “Why didn’t you succeed and go 40 % over budget?”

Using this technique, you would begin your answer by saying something like, “Mike, it’s true, we did go over budget and I know you are upset about it.” Notice that this reply is non-defensive and avoids escalating the situation.

#### ***Respond with information***

At this point explain what happened with the facts of the situation. “As some of you know, we had the opportunity to make a very large bid. In order to prepare the bid we had to purchase five new computer systems. I am happy to report that it was an excellent investment, albeit over budget, because we won the bid”.

#### ***Maintain position***

At this point it is imperative that you restate your original position sentence. Finish with a strong statement of your stance on the issue. Something like, “Therefore, I maintain that we should have a 50% budget increase next year”.

**Use of direct and indirect questions**

**Direct questions**

**Two types of direct questions:**

“Yes/No” – **questions** which begin with an auxiliary / a modal and require “yes” or “no” answers.

*Do you find the option satisfactory?*

*Is this really satisfactory?*

*Can the company take on a new development project at present?*

*Will it cost too much?*

*Has the time for new development projects come?*

*Were you with the company five years ago?*

**Question-word questions** which begin with question words:

<b>who, whom, whose</b>	to ask about	people
<b>which</b>	– // –	people or things
<b>what</b>	– // –	things
<b>what for, why</b>	– // –	reasons and purposes
<b>how</b>	– // –	the way something happens
<b>when, how long</b>	– // –	time and duration
<b>where</b>	– // –	places and directions

*Who could put the company back on its feet?*

*Which option would you recommend?*

*What would you suggest?*

*What is the point of taking capital away from the company?*

*Where is the subsidiary located?*

*How are you going to return the loan?*

*How long will it take you to restructure the company?*

**Indirect questions**

**Word order** in indirect questions: the subject of the question comes before the verb.

*Could you tell me when you plan to reorganize the R&D department?*

*I'd like to know how you are going to do it.*

If or whether in indirect “yes/no” questions.

Normally both if and whether can be used. If is the more usual; whether can indicate that a choice is to be made.

*Could you tell me if you plan to reorganize the section? I wonder whether you plan to do it alone or to merge with another company.*

*I'm not clear from what      if      you support the idea or not.*  
*you said                              whether*



**N.B.**

*or not* can be put immediately after **whether**, but not immediately after **if**.  
*I'm not clear from what you said whether or not you support the idea.*  
*I'd like to know whether or not you are going to diversify.*

**Questions from the audience**

*Open direct questions in a large audience*

In a large audience open direct question-word questions (beginning with who, what, where, when, why, how) are suitable.

*Polite requests in a smaller audience*

Polite requests for information seem most appropriate for a smaller audience.

**Key Words and Expressions**

**Formulas for requesting information**

(graded on a scale from direct to tentative)

*Please tell me...*

*Do you really think that... believe*

*Have you any idea...*

*Do you know...*

*Are you absolutely sure that... convinced*

*Can*

*Will*

*Could*

*I'd like*

*to ask you... to know...*

*Do you happen to know...*

*Perhaps you could tell me...*

*Could you possibly tell me...*

*Do you think you could tell me...*

*Would you mind telling me...*

*I wonder if you could tell me...*

*Do you think I could ask you...*

*I was wondering if you could tell me...*

Direct

Tentative

## The speaker's questions

### *Making sure the audience understands you*

Checking at regular intervals that your talk is correctly understood by asking the following questions:

*Do you understand?  
see what I mean?*

*Do I make  
Am I making myself clear?*

*Are you with me?  
So far, so good?*

### *Asking questions to hold audience attention throughout a presentation*

The presenter may need to ask questions for different reasons:

- to keep the audience alert;
- to know how the session is progressing;
- to stimulate / direct audience thinking;
- to gather additional information, etc.

*Supposing we take on a new development project, what would we need to do next?*

*What does your experience tell us?*

*Has anyone encountered such difficulties?*

*Has anyone any experience of...?*

*But what has it got to do with our problems?*

*However, how will this affect our company?*

*What else can we expect from the reorganisation?*

*What drawbacks have you found?*

*What else is there to say on this problem?*

*That's the difficulty. But what's the way to cope with it?*

Some of these questions may be actual, audience-oriented questions, others – simply rhetorical.

*For actual questions it is advisable:*

- to use a questioning tone;
- to leave a pause to get an answer from the audience.

*For questions the speaker will answer it is advisable:*

- to use a falling tone;
- to omit a pause after the question;
- to begin the question with **after all, but, however**;

- to use body language to make it clear to the audience that you are going to answer the question.

***Answering questions from the audience***

Before you answer, be sure you understand the question.

***Making sure you understand the question***

The formulas below are graded on a scale of formality, the first one being the most correct and formal, the last one being the least formal.

**Key Words and Expressions**

*I'm afraid I*                      *don't understand what you've just said.*  
    *didn't understand what you said about...*

*Can I just check that I*      *understand*                      *you*  
    *understood*                      *your question*      *correctly?*  
    *have understood*

*Sorry, I don't (quite) see what you mean.*

*Sorry, I don't follow (you).*

*Sorry, I'm not with you.*

If you still don't understand the question, don't hesitate to ask for clarification.

***Asking for clarification***

*Could you explain what you mean, please?*

*What do you mean, exactly?*

*What exactly do you mean by...?*

*When you say..., do you mean...?*

*Are you looking at Diagram 4 or 7?*

*Did you say thirteen or thirty?*

If at any time you don't know the answer to a question, feel free to admit it, simply say so.

If you just didn't hear, the following formulas may be helpful:

*Sorry.*                                      *(with a questioning tone)*  
*Pardon.*

*Sorry, I didn't (quite) catch*      *that.*  
    *what you said.*

*Sorry, I missed that.*

*Sorry, could you repeat that?*

**Task 51. Read the text and identify:**

- a) a potential problem at the end of a presentation;
- b) three ways to avoid the problem.

### **Open for questions: The silent disaster**

A nightmare scenario is as follows: the speaker finishes his talk with words “Any questions?” this is met by total silence. Not a word. Then an embarrassed shuffling, a cough ... How can this be avoided? A possible answer is that *if* the presentation has been good and audience is clearly interested, someone will have something to say.

Another way to avoid the nightmare of utter silence is to end with an instruction to the audience. This should insure immediate audience response. Giving an instruction is often in sales presentations and where the audience has special requirements. Here are two examples:

#### ***A sales presentation***

After talking about his or her products or services, the speaker wants the audience to explain their needs and says:

*“Okay – I’ve told you about the way Snappo can help companies like yours. Now for us to do that, we need to know more about the way you work. For example, tell me about your particular situation, tell me what in particular may interest you ....”*

This places a responsibility on the audience to respond – unless of course they have a completely negative view of both the presenter and the message! Assuming they are well-disposed towards the potential supplier, it is probably in their interests to offer some information and begin discussion.

#### ***A Training Manager***

Speaking to an audience of Department Managers, vice-presidents, or potential trainees, the Training Manager has outlined recommendations and explained what is available. He /she can end with:

*“Right! I’ve told you what we can offer. Now tell me what are your impressions, what are your priorities and what else do you need to know now?”*

Another option is for the speaker to have questions prepared. Ask something which you know the audience will have to answer. This often breaks the ice and starts discussion. It may be possible to single out an individual who is most likely to have a question to ask you or a comment to make, or it may be apparent from earlier contact perhaps during the reception or a coffee break, that a particular individual has something to say or to ask.

**Task 52.** *Handling questions is thought by many speakers to be the most difficult part of a presentation. Why do you think this is? How do you think difficulties can be minimized?*

**Task 53.** *Complete each sentence with a word on the right.*

- |  |                                |
|--|--------------------------------|
| 1. Let me _____ up.  | say / round / do               |
| 2. I'd be _____ to email you the details later.                        | sorry / agree / happy          |
| 3. I'm _____ I can't find the slide at the moment.                     | afraid / happy / regret        |
| 4. OK. Let me _____ that.  | reply / return / rephrase      |
| 5. Sorry, my _____. What I meant was increase.                         | point / mistake / afraid       |
| 6. That's a good question. I'd actually _____ to answer it at the end. | probably / willing / an-prefer |
| 7. _____ I repeat my question?   | can / will / shall             |
| 8. That's not _____ what I meant.                                      | really / probably / definitely |

**Task 54.** *Match a phrase on the left with the appropriate phrase on the right.*

1. I'm afraid it's not a topic	a) later in my talk
2. Could you rephrase	b) to describe the details of the graph
3. I should have said earlier	c) in English?
4. Let me go back and explain	d) for me to discuss
5. Unfortunately time won't allow me	e) that we have already found an answer to that question
6. How do you say that	f) Let me summarise the main points before I continue
7. Where was I?	g) how we solved the problem
8. I'll be answering that	h) your question please?

**Task 55.** *Decide whether the sentences below are correct or not. Put C if they are correct and I if they are incorrect. Try to correct them.*

- I'd prefer to answer your question in the end. \_\_\_\_\_
- What's the word I'm looking of? \_\_\_\_\_
- I'm afraid that's not my area. \_\_\_\_\_
- I'll just explain this last point shortly. \_\_\_\_\_
- We only have a little minutes left. \_\_\_\_\_
- We've almost run out of time. \_\_\_\_\_
- That was the wrong word. Let me do again. \_\_\_\_\_
- Shall we get back to you? \_\_\_\_\_
- Sorry, what should I have said was profit. \_\_\_\_\_

**Task 56. Match two phrases with similar meaning.**

1. I should have said earlier...	a) Time has run out
2. What's the word I'm looking for?	b) What I should have said was...
3. The time is up	c) That's not really what I've been asked to talk about
4. I wanted to bring the samples	d) What's the English word for that?
5. Could you rephrase that?	e) Could you reword that?
6. That's not really part of today's discussion	f) Let me recap the main points
7. Let me summarise the points again	g) I had planned to bring them

**Task 57. Put the following mini-texts in the correct order.**

- a) \_\_\_\_\_ and then leave a few minutes for questions.  
 \_\_\_\_\_ Ah, we've almost run out of time.  
 \_\_\_\_\_ I'll explain that last point quickly.  
 \_\_\_\_\_ I just have one main point left to present;
- b) \_\_\_\_\_ Right, yes and now I'll outline the action points.  
 \_\_\_\_\_ So far, I've presented the survey results.  
 \_\_\_\_\_ OK. Where was I up to?  
 \_\_\_\_\_ I'll just recap the points I've already presented.  
 \_\_\_\_\_ I've also explained how this applies to the five-year plan;
- c) \_\_\_\_\_ So, for now, I'll describe the key features for you.  
 \_\_\_\_\_ The company has now bought a building for the new project.  
 \_\_\_\_\_ I wanted to show you the plans but they have not arrived yet.  
 \_\_\_\_\_ When they do arrive, I will send you all a copy;
- d) \_\_\_\_\_ But in May things improved.  
 \_\_\_\_\_ OK. You can see that in March sales were down.  
 \_\_\_\_\_ What's the word I'm looking for?  
 \_\_\_\_\_ There was a... in fact a sharp ....um ...  
 \_\_\_\_\_ What's the word for "go up"?

- e) \_\_\_\_\_ Well, that is an overview of sales for this year.  
 \_\_\_\_\_ Does anyone have any questions?  
 \_\_\_\_\_ If anyone does have questions, I'm happy to talk to people  
 \_\_\_\_\_ individually.  
 \_\_\_\_\_ So, now we have ten to fifteen minutes for questions.  
 \_\_\_\_\_ Any questions at all? No?

**Task 58. Put the following sentences into the correct order.**

- 1) glad / questions / I'll / any / end / very / to / be / answer / at / the  
 \_\_\_\_\_ ;
- 2) conclude / this / me / last / point / let / with  
 \_\_\_\_\_ ;
- 3) key / let / you / describe / the / to / me / points  
 \_\_\_\_\_ ;
- 4) the / you / I / speak / to / about / suggest / that / finance / to / department  
 \_\_\_\_\_ ;
- 5) that / going / I'm / later / about / actually / to / talk  
 \_\_\_\_\_ ;
- 6) planned / the / photocopier / I / handouts / wasn't / to / bring / but / working  
 \_\_\_\_\_ ;
- 7) main / write / flipchart / figures / on / I'll / the / the  
 \_\_\_\_\_ ;
- 8) more / look / closely / figures / let's / these / at  
 \_\_\_\_\_ .

**Task 59. In which of the following situations do you think a discussion is more appropriate than questions?**

- a sales representative's presentation of a new product;
- a chief Executive's statement on corporate policy;
- a politician's speech on transport policy;
- a team leader's talk to colleagues on the next phase of a project;
- a manager's proposal to a group of senior executives on improving productivity.

**Task 60. Imagine that you have given a talk on Marketing in Japan at a conference on business trends. What would you say in these situations?**

1. At the end of you presentation, move to comments / discussion / questions.
2. A member of the audience suggests that you said that *many small retail outlets, small shops, had actually closed down in recent years*. In fact you said this process has been going on for a long time. Politely correct the other person.

3. Ask the audience for comments on why this has happened.
4. Agree with someone's suggestions, but suggest other factors. One is the increasing number of take-overs of smaller companies.
5. A member of the audience says the following: "I ...I understand that a report showed that 700 new soft drinks came out in Japan in 2007 and one year later 90 % had failed. That's a pretty amazing figure..." Paraphrasing this, ask if in the USA or Europe that could not happen.
6. Someone suggests that in Japan there has always been an emphasis on quality and on products. In the West market research has been more developed. Agree, but say the situation is changing.
7. A speaker says something you don't understand. What do you say?

*Task 61. Divide into groups of four. Each person should prepare, in about two to three minutes, part of a short presentation on any topic he/she knows well.*

*Describe just one or two aspects of the topic in some details for about three to four minutes. Then end what you say with a brief summary and/or conclusion. Finally, move to questions / comments or discussion.*

Your colleague should:

- ask questions;
- ask for more details;
- ask for clarification / repetition;
- paraphrase part(s) of what you said;
- offer more information based on their knowledge and / or experience.

*For each contribution, respond appropriately.*

*Repeat the exercise until everyone in the group has been in the hot seat.*

*Task 62. Give the end of a presentation on a topic of your choice. Include either a summary or a conclusion and move to questions and / or discussion.*



## UNIT 4. EVALUATION, LEARNING AND IMPROVEMENT

*Task 63. Read the text below and find:*

- a) ways to determine how effective the presentation was;*
- b) how participants' questions can be useful to a presenter.*

How well did your presentation go? That's the bottom line. It's important that you feel positive about the experience – “I think I did a good job” – and that you believe that the participants also felt positive about it – “and people seemed to react well.” But don't stop there. After all, what really matters is what the participants got out of what you did and how it will affect what they do in the workplace. So you should focus on the essential question: How effective was my presentation? In some cases, the best way to determine the answer to that question is to facilitate a test of knowledge as a close to the meeting.

You can also judge your presentation by the types of questions participants asked. Here are some ways to look at the types of questions. If you finish and they have no questions, no matter how hard you prod, you need to ask yourself the following questions:

- Did I present the material in a way that caused the participants to really stretch their thinking to a higher level?
- Did I show that I was open to questions and comments?
- Was my presentation too long? Did I lose the group's interest?

If you get several questions on one specific section of your presentation, you obviously need to revisit the content of that section and the way you presented that content:

- Was the content relevant and appropriate for their needs, experience, and understanding?
- Did I organize the information properly and present it clearly?
- Did I provide examples?

Sometimes you'll get questions that will seem to be coming out of nowhere. They're somewhat related to the topic of your presentation, but not related to anything you presented. Here are a couple of things to think about:

- Should I have answered these questions in the context of my presentation? Should I address them in future presentations on this topic?
- If the questions are not related to my presentation, was there a miscommunication of what I was going to present?

Sometimes, particularly with outside presentations, participants may expect you to answer certain questions – and you're not aware of those expectations. This is why it's crucial to review the objectives of the presentation.

After you review the objectives, someone may ask why you won't be covering a specific topic. Then you can address that expectation up front, rather than allow the misunderstanding to continue. It's very important to be able to read your audience by the questions participants ask during the presentation – and the way others react to each of those questions. If you can identify areas of interest or concern, detect and diagnose misunderstandings, and determine the extent of any problems, you can really engage participants more fully because you'll be able to adjust the presentation to meet their needs better.

*Task 64. Read the information below and point out the main rules for receiving feedback effectively.*

### **Feedback**

We all know that feedback can help improve what we're doing. And certainly it's easy to become so involved in developing and delivering a presentation that it's difficult to step back and evaluate the results and work on improving. But we're all human, which means that it can be difficult to receive "corrective feedback," to accept and use "constructive comments" about what we've worked so hard to get right. So, we'll focus here on receiving feedback, on four recommendations for doing this effectively.

#### ***Rule #1 – Don't Get Defensive***

If you ask for the feedback, you've got to take what you get. You don't have to agree with it; in fact, it's probably better not to react at all. But you certainly want to avoid taking it personally, as an attack. If you do, you can bet you'll never get feedback from that person or from anyone who sees how you reacted to the feedback.

Try to forget all of the labels like "positive," "negative," "corrective," "constructive".... Simply take the feedback for what it is. Feedback, no matter what kind, is simply someone stating his or her opinion or perception of something you did or said. You should respect the fact that an individual is willing to communicate to you his or her perception. Sure, you could argue, it's just a perception. But remember: perception is reality – at least in this case. When you try to reach someone, to communicate, to inform, you can't succeed except in terms of that person's perception. The only question open to debate would be how many participants in the group you need to reach in order to consider your presentation successful. That's up to you. But the key is that perceptions matter – and that you should accept feedback graciously. You might be surprised at some of the feedback you'll get. One presenter got feedback that her nails were too long. Now, she didn't understand how that was relevant to her presentation, but that participant felt

it was worth mentioning. So, should that presenter cut her nails? No, but she might want to accept the feedback as insight into her professional appearance. Remember: don't fight it; get what you can out of it.

### ***Rule #2 – Don't Try to Explain or Rationalize***

When you get the feedback, don't make excuses or try to explain your side of the story. (Yes, this is very close to Rule #1, Don't get defensive. When we try to explain or rationalize, we step onto what for most people is a slippery slope.) If, for example, the feedback is that the information from one section of your presentation was a little tough to follow, don't try to explain your thought process or make excuses as to why it did not come across as you had planned. The saying "It's the thought that counts" really doesn't work here. What matters is the result of that thought. Simply take the feedback and apply it to your next presentation.

### ***Rule #3 – Get Specific***

Sometimes feedback is vague or general. You don't really understand it – and you're not likely to be able to use it to improve your presentations. So, don't hesitate to ask the participant to clarify what he or she means, to give specifics. Now, this can be very difficult. For one reason, the participant may not be able to be specific or may feel uncomfortable doing so. For another reason, it may be hard for you to encourage the participant to be specific without coming across as challenging the feedback. Just ask simple, open questions in a cordial, calm tone:

- When you said that the presentation was "weak," what did you mean? Could you give some examples where it was particularly "weak"?
- You said that the presentation was "poorly organized." Could you elaborate on that comment, please? Maybe you can remember where you first reacted to the organization.

By the way, don't emphasize the words that you quote, either with a pause, a change in tone, or those obnoxious "finger quotes" ("air quotes"). That emphasis could be interpreted as showing disrespect for the participant and his or her feedback.

Be tactful and don't push it. If you can't easily help a participant be more specific in his or her feedback, just let it go. Also, don't suggest specifics – "Do you mean that I didn't give examples? Did you mean that my slides were primitive?" That's "leading the witness": it's great if you want to be in control, but that defeats the purpose of asking for feedback. Also, don't tamper with the words used by the participant. For example, if she called the presentation "weak," don't use other terms, even if they seem synonymous: "Could you tell me why I seemed hesitant?" or "Could you give some examples where I fumbled for facts?" Stick with the participant's exact words and let him or her elaborate on them.

#### ***Rule #4 – Thank Them for the Feedback***

Remember that giving feedback is sometimes more uncomfortable than receiving it. So, as you get feedback, make sure that you thank the participants for their input and for the effort. First, they're helping you improve. Second, they're taking a risk to do so.

It's especially important to express your appreciation when you're dealing with people who directly report to you. When you ask for their feedback and get it, it's most important to thank them and then make a change based on their feedback. They will feel good that you paid attention to their opinions and they will have more confidence in themselves and in you as their leader. These are very basic rules to follow. But they should help you make the most of the opportunity to improve that you have with every presentation. Most important, remember that you do not need to change everything that generates "corrective" or "constructive" feedback. Many times you will simply thank participants for their feedback and tell them you will think through how you will use that feedback in future presentations.

Asking for feedback and getting it is really only half of the equation. Once someone has given you feedback, their expectation is that something will be different because of their feedback. If you don't make changes based on their feedback, at least let them know why not. And if you really don't want the feedback, you're better off not pretending to care enough to ask for it.

#### ***Task 65. Answer the questions on the text.***

1. How do you understand the meaning of the word "feedback"?
2. Why can it be difficult for a presenter to receive "corrective feedback"?
3. Can any feedback be regarded as irrelevant?
4. Why is it advisable not to explain and rationalize during feedback?
5. Can the technique "leading the witness" be of any value for a presenter?
6. Is it necessary to make a change based on the participants' feedback?

***Task 66. Read the text below and identify four rules for working with survey.***

If you decide to use a survey, there are a few ways to make the most of this means of eliciting feedback.

- **Keep it short.** The more items, the more effort you're expecting ... and the less you're likely to get out of the survey. In general, it should take participants no longer than three minutes or so to complete the survey;
- **Phrase the items carefully and concisely.** Participants should understand what each item means immediately;

- **Give neither too few nor too many choices.** If you use a Likert scale, it's best to give three to five choices. If you ask for a rating, 1 to 10 allows more accuracy than 1 to 5 and is less complicated than 1 to 20;
- **Allow neither too little space nor too much for open ended questions or comments.**

If you want reactions, the amount of space that you leave indicates how much or how little you expect. A quarter inch is probably too little; a page is probably too much. Also, remember that handwriting will vary widely – and usually takes more space than we would estimate. If you allow too little space, you may get substantial comments, but you may need a magnifying glass to read them.

If all goes well, you'll receive a lot of survey forms reporting “Highly Effective,” “Strongly Agree”, and “Too Much.” That's good for the ego. But if you want to improve, you'll focus on the other responses. Those responses indicate the need to improve. And, if all goes well, you'll receive some thoughtful, specific, and articulate comments. But what if the forms come in with the “Comments” spaces empty? Here are some suggestions, using the Sample Survey Questions, to guide you in “getting something out of nothing.” How to interpret “Not Effective” answers if no comments were added:

- Did you present the materials in a way that showed why they are important and how the participants would benefit from the information given?
- Did you allow enough time for the participants to review the materials and ask questions?

How to interpret “Do Not Agree” answers if no comments were added:

- Review your agenda and try to pinpoint areas that took longer to present than you'd planned. Maybe you moved on to the next section too soon because you were concerned with time;
- Remember the different ways in which we learn. Did you present the materials in ways that would fit the different learning styles?

*Task 67. Choose the correct word from the box below and put it into the sentence.*

Agree	choosing	choices
Disagree	Opinion	system
proposed	Attitudes	

### Likert scale

A (1)\_\_\_\_\_ for rating responses to a statement by (2)\_\_\_\_\_ among points along a continuum, consisting of the two extremes and any number of equidistant intermediate points. The scale can range from the simple (two (3)\_\_\_\_\_ : e.g., “Agree” and “Disagree” or “Always” and “Never”)

to the complex (“Strongly (4) \_\_\_\_\_, Somewhat Strongly Agree, Less Strongly Agree, Somewhat Agree, No (5) \_\_\_\_\_, Somewhat (6) \_\_\_\_\_”).

The term is named after Rensis Likert, who (7) \_\_\_\_\_ this method in an article published in 1932, “A Technique for the Measurement of (8) \_\_\_\_\_.”

**Task 68. Using the information below make up your questionnaire to conduct a survey.**

- On a scale of 1 to 6 (with 1 being the highest), how would you rate the presentation overall? the content? the presenter? the visuals?
- If you were to give the presenter advice on improving the presentation, what two things would you recommend?
- What key points do you remember most?
- What aspects of the topic did the presenter leave out that might have been of interest to you?
- Why did you attend?
- How would you rate the effectiveness of the materials you received today?
  - Highly Effective       Effective       Not Effective

If “Not Effective,” what should be changed?

- The information was presented in a way that I understood and I will be able to articulate to others.
  - Strongly Agree       Agree       Do Not Agree

If you do not agree, why?

- The amount of information given to me at this meeting was:
  - Too Much       Just Right       Too Little

Comments:

**Task 69. Put the text into the correct order.**

\_\_\_\_\_ Organize the suggestions by dividing them into categories that make sense for your situation, such as the following: organization; content; slides; handouts; logistics; delivery; facilitation; dealing with questions; getting feedback.

\_\_\_\_\_ These suggestions are perspectives: each is an individual opinion about how you did one specific presentation.

\_\_\_\_\_ Now that you have feedback, what do you do with it?

\_\_\_\_\_ Just don't become overwhelmed.

\_\_\_\_\_ Then, as you begin developing your next presentation, pull out the complaints and suggestions, category by category, and think about how you might use them to improve.

\_\_\_\_\_ If you're wise, you treat it as a gift, as an opportunity to improve your presentations.

\_\_\_\_\_ So, use them to gain insights, to help you think differently.

\_\_\_\_\_ If you've received a lot of specific complaints and suggestions, congratulations!

\_\_\_\_\_ Then, use those that will help you do better next time.

\_\_\_\_\_ You don't have to accept and use every comment; just think about each and evaluate it.

*Task 70. Evaluate your presentation using a 1-to-10 scale and the following criteria:*

- Posture;
- Purposeful Movement;
- Image/Appearance;
- Confident Language;
- Eye Contact;
- Gestures;
- Intonation;
- Enthusiasm;
- Facial Expression;
- Pausing;
- Speaking Rate;
- Non-words (ah, um);
- Uptalk (pitch rises);
- Q&A Control.

*Add any notes that might help you improve your next presentation.*

## UNIT 5. RULES FOR MAKING A SUCCESSFUL PRESENTATION

*Task 71. Read the information below and point out the rules for making a successful presentation.*

To make a good presentation you need to:

- plan it to the last detail;
- make all the necessary preparations beforehand;
- rehearse the whole of the presentation, not just bits of it;
- let the audience see your better qualities from the start (first impressions count);
- be able to create a positive emotional atmosphere;
- structure the session correctly;
- focus audience attention on the main points;
- leave details for handouts;
- strengthen the presentation with visual aids and use them well;
- make your speech loud enough, never drop your voice at the end of a sentence or paragraph (mumbling always irritates the audience);
- head up and maintain eye contact with the audience throughout the session;
- use body language to emphasise your talk;
- avoid using ambiguous words (e.g. some, general, average, moderate etc.) which may mean different things to different people;
- keep to the point when answering questions from the audience, make your answers as brief as possible;
- pay special attention to the opening and closing courtesies as the most memorable bits;
- be friendly and flexible, try and react to the situation;
- make your talk reasonably short;
- keep the time limit.

*Task 72. Evaluate yourself. Check the category that best describes you as a speaker.*

Category	Characteristics
○ <b>AVOIDER</b>	An avoider does everything possible to escape from having to get in front of an audience. In some cases avoiders may seek careers that do not involve making presentations



Category	Characteristics
○ <b>RESISTER</b>	A resister has fear when asked to speak. This fear may be strong. Resisters may not be able to avoid speaking as part of their job, but they never encourage it. When they do speak they do so with great reluctance and considerable pain
○ <b>ACCEPTER</b>	The accepter will give presentations as part of the job but doesn't seek those opportunities. Accepters occasionally give a presentation and feel as though they did a good job. They even find that once in a while they are quite persuasive, and enjoy speaking in front of a group
○ <b>SEEKER</b>	A seeker looks for opportunity to speak. The seeker understands that anxiety can be a stimulant which fuels enthusiasm during a presentation. Seekers work at building their professional communication skills and self-confidence by speaking often

**Task 73. Assess your current presentation skills.**

To be more effective presenter, it is useful to examine your present skills. The following evaluation can help determine the areas on which to focus to increase your competency. Please read the statement and then circle the number that best describes you.

<b>Never</b>	<b>Always</b>
1. I thoroughly analyse my audience.	5 4 3 2 1
2. I determine some basic objectives before planning a presentation.	5 4 3 2 1
3. I write down some main ideas first, in order to build a presentation around them.	5 4 3 2 1
4. I incorporate both a preview and review of the main ideas as my presentation is organized.	5 4 3 2 1
5. I develop an introduction that will catch the attention of my audience and still provide the necessary background information.	5 4 3 2 1
6. My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.	5 4 3 2 1
7. The visuals and graphics I use are carefully prepared, simple, easy to read, and have impact.	5 4 3 2 1
8. The number of visuals and graphics I use will enhance, not detract, from my presentation.	5 4 3 2 1
9. I use both energy and composure in delivering a presentation.	5 4 3 2 1

10. I ensure the benefits suggested to my audience are clear and compelling.	5	4	3	2	1
11. I communicate ideas with enthusiasm.	5	4	3	2	1
12. I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.	5	4	3	2	1
13. My notes contain only “key words” so I avoid reading from a manuscript or technical paper.	5	4	3	2	1
14. My presentations are rehearsed standing up and using my visuals.	5	4	3	2	1
15. I prepare answers to anticipated questions, and practise responding to them.	5	4	3	2	1
16. I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation.	5	4	3	2	1
17. I maintain good eye contact with the audience all the time.	5	4	3	2	1
18. My gestures are natural and not constrained by anxiety.	5	4	3	2	1
19. My voice is strong and clear and is not a monotone.	5	4	3	2	1
<b>Total score</b>					_____

If you scored between 80-95, you are an accomplished speaker who simply needs to maintain basic skills through practice.

If your total score was between 60-80, you have the potential to become a highly effective presenter.

If your score was between 40 and 60, this book can help you significantly.

If you scored between 30 and 40, you should show dramatic improvement with practice.

If your total score was below 30, roll up your sleeves and dig in. It may not be easy – but you can make excellent progress if you try.

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*Навчальне видання*

# **ПРЕЗЕНТАЦІЇ ДІЛОВОЮ АНГЛІЙСЬКОЮ МОВОЮ**

## **PRESENTATIONS IN BUSINESS ENGLISH**

Навчальний посібник  
для практичної та індивідуальної робіт  
з англійської мови за професійним спрямуванням

Укладач  
**Ємельянова** Олена Валеріанівна

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