

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
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*Т.В. ТОЛСТОВА*

## ПРОВЕДЕНИЕ ПРЕЗЕНТАЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский государственный аэрокосмический университет имени академика С.П. Королева (национальный исследовательский университет)» в качестве учебного пособия для студентов, обучающихся по программе дополнительной профессиональной квалификации «Переводчик в сфере профессиональной коммуникации»

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Содержит пошаговые рекомендации по составлению и оформлению презентаций, а также тренировочные материалы по публичной речи. Данное учебное пособие является второй частью курса «Подготовка и проведение презентаций на английском языке», призванного научить студентов разрабатывать, создавать и проводить презентации по различным отраслям науки и бизнеса (презентация новой продукции, услуг, результатов исследований и разработок на семинарах, конференциях, рекламных компаниях и т.п.). Подлежит применению в учебном процессе на отделении перевода кафедры иностранных языков СГАУ.

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# UNIT 1

Don't talk to me when I'm interrupting!

Sam Goldwyn, American film mogul

## Rhetoric techniques



### 1. Look at the following information about First Direct bank.

#### Presenter 1

When you join first Direct you experience something unbelievable. A bank designed around you, which doesn't expect you to fit round it.

#### Presenter 2

A bank which recruits people who like to talk. A bank which gives its people all the information they need to enable them to help you. A bank which believes in sorting your money out for you without you having to ask.

#### Presenter 1

Funny kind of bank? Unbelievable? Even a little magical? Yes, but also efficient, safe and secure.

#### Presenter 2

You can, naturally, choose when, where and how to deal with your money. We're open 24 hours a day. Our People are ready to talk to you, whenever you call.

#### Presenter 1

And wherever you might be in the world, you can bank online. Receive information online. Buy online. We can even send banking messages to your mobile phone.

#### Presenter 2

Join First Direct and feel good about your bank; it's your money after all.

### In the extract above find the examples of

- |   |                      |   |                             |
|---|----------------------|---|-----------------------------|
| a | repetition           | c | grouping points in threes   |
| b | rhetorical questions | d | pairs of contrasting points |

### 2. Match the items in ex. 1 to why they are effective:

- 1 you invite your audience to try to anticipate your answer
- 2 you create a satisfying sense of completeness
- 3 you make sure your audience doesn't miss your main points
- 4 you emphasize what you're saying by using the power

## A Repetition

Simple repetition is one of the good presenter's most powerful techniques. Look at the kind of words which are most effective when repeated:

The overall response has been **much, much** better than anyone ever expected. It really is **very, very** difficult to predict what might happen in 10 years' time. It's always **far, far** easier to identify a gap in the market than it is to fill it.

Generally, one repetition works best.

**3. Look at each of the following presentation extracts and highlight the word or words which create a good effect if they are repeated (Track 5–3).**

1. It's obviously very tempting to close down plants which aren't breaking even.
2. The short-term benefits are obvious, but it's much more difficult to say what the long term benefits might be.
3. It's way too soon to say just how successful this new initiative has been.
4. There are many reasons why it's very important to get the go-ahead from Brussels.
5. Their demands are absolutely ridiculous and we'll never agree to them.
6. One thing you can be totally sure of: there'll always be a market for quality.

**4. Another common repetition technique is doubling words (Track 5–4):**

bigger and bigger          better and better          stronger and stronger

**What kind of words are they? Highlight the word or words in each of the following presentation extracts which could be doubled.**

1. I'm happy to report that our presence in Singapore is getting stronger.
2. As the competition gets tougher, we just get better.
3. As the smaller companies go to the wall, fewer players remain in the market.
4. It's getting harder to make money and easier to lose it.
5. These days more firms are turning to freelance consultants.
6. Over the next ten years management positions are going to become less secure.
7. As new technology moves faster, data protection becomes more of a problem.
8. More people are fighting over fewer jobs for less money.

**Present each extract several times. Experiment with doubling one, two and three words. Which do you like best? Get into the habit of repeating your most important points.**

## B Rhetorical questions

It is often more interesting to present your ideas as questions rather than direct statements. Questions involve the audience. They also make presentation sound more conversational and create anticipation in the minds of your audience.

**5. The rhetorical questions below can be used in many different situations. Complete each of them using the following pairs of words (Track 5–5):**

where + did	how long + making	how + do	how much + is
how + working	what sort + looking	how soon + seeing	what + waiting
what + attribute	where + go	how come + feeling	what + take

1. For the fifth year running we've managed to increase sales volume.  
So, ..... did we ..... it?
2. The opportunities in Eastern Europe are better now than they've ever been.  
So, ..... are we ..... for?
3. We've lost ground to the Swedes both in Scandinavia and at home.  
So, ..... do we ..... from here?
4. We've spent the best part of a year ploughing money back into R&D.  
So, ..... can we expect to start ..... results?
5. This is the third time we've launched a new product, only to have to withdraw it within the first six months.  
So, ..... do we have to go on ..... the same mistakes?
6. The \$8 million they offered us is good, but not good enough.  
So, ..... of figure are we ..... for?
7. We offered them a very attractive package, but they turned us down flat.  
So, ..... we go wrong?
8. As you know, we launched a strict cost-cutting campaign last year.  
So, ..... we're not ..... the benefits yet?
9. Turnover topped \$2 billion again this year.  
So, ..... of that ..... profit?
10. In spite of the recession, the demand for luxury goods is increasing.  
So, ..... do we ..... this to?
11. Unfortunately, this isn't the first time our partners have been in breach of contract.  
So, ..... action do we propose to ..... ?
12. Obviously, we won't see the real results of the reorganization for some time.  
So, ..... do we know it's ..... ?

## C Dramatic contrast

Good presenters often make use of dramatic contrast to reinforce the point they are making:

**Ten years ago we had a reputation for excellence.  
Today we're in danger of losing this reputation.**

**While our competitors have been fighting over the European market, we've been establishing ourselves as market leaders in the Middle East.**

People are very aware of simple opposites – good and bad, past and present, us and them. And if you can make your point with two strongly opposite ideas, you will immediately get the attention of your audience.

### 6. Match up the two halves of the contrasts below (Track 5–6):

- |   |   |
|---|---|
| 1. If we don't take care of the customer,                         | a. it's a question of money.                              |
| 2. While our competitors are still doing the feasibility studies, | b. than correcting stupid mistakes later.                 |
| 3. Instead of just sitting here saying nothing can be done,       | c. and an extraordinary one is that little extra.         |
| 4. Asking difficult questions now is a lot easier                 | d. we've actually gone ahead and developed the product.   |
| 5. In the 80s the shelf-life of a new PC was three years;         | e. or we'll be downsizing by 50% in eighteen months time. |
| 6. Remember, it can take years to win new business,               | f. but we went ahead and did it anyway.                   |
| 7. The only difference between an ordinary manager                | g. why don't we get out there and actually do something?  |
| 8. Everyone said we'd never do it,                                | h. but it only takes seconds to lose it.                  |
| 9. Either we downsize by 25% now                                  | i. these days it might be obsolete in three months.       |
| 10. It's not a question of time;                                  | j. someone else will.                                     |

**7. Look for patterns in the dramatic contrasts above e.g. *If we don't ... , someone else will.***

**Notice how many of the extracts above rely on a simple opposition:**

We – someone else

nothing – something

now – later

**Notice also how the voice tends to rise on the first half of each contrast and fall on the second.**

Contrast is one of the most common presentation techniques. And a lot of famous quotations take the form of dramatic contrasts:

**That's one small step for man. One giant leap for mankind.** (Neil Armstrong)

**The difficult: that which can be done immediately.**

**The impossible: that which takes a little longer.** (George Santayana)

**8. Look at the following famous quotations (Track 5–8). Each consists of a dramatic contrast. Can you guess how they finish?**

1. "Ask not what your country can do for you.  
Ask what ..... " John F. Kennedy
2. "To decide not to decide is a decision.  
To fail to decide ..... " Gen. George Patton
3. "It's a recession when your neighbour loses his job.  
It's a depression when ..... " Harry S. Truman
4. "If you owe your bank a hundred pounds, you have a problem.  
But if you owe it a million, ..... " J. M. Keynes
5. "Everything has been thought of before.  
The problem is to think ..... " Goethe
6. "I like the dreams of the future  
better than the history ..... " Thomas Jefferson
7. "I'd rather be a failure at something I enjoy  
than a success at ..... " George Burns
8. "Wise men talk because they have something to say;  
fools because they have to ..... " Plato
9. "Success is getting what you want.  
Happiness is wanting ..... " Benjamin Franklin
10. "Many a man owes his success to his first wife,  
and his second ..... " Jim Backus
11. "You can't win them all.  
But you sure can ..... " Anonymous
12. "A businessman is someone who talks golf all morning in the office.  
And business all afternoon ..... " Anonymous

**You probably found a lot of the quotations in this exercise quite easy to complete. Why do you think that was? Say them aloud, paying particular attention to how you say them.**



## D Tripling

Good presenters usually chunk important points in threes. Look at the following examples:

	1	2	3
<b>Our service is</b>	<b>swift,</b>	<b>efficient</b>	<b>and professional</b>
<b>What's needed now is</b>	<b>time,</b>	<b>effort</b>	<b>and money</b>
<b>This is how the project is to be</b>	<b>planned</b>	<b>organised</b>	<b>and managed</b>

Why does this make more impact?

### 9. Say the following. Stress the words in bold type, especially the last word.

1. The new system is **FAST**.
2. The new system is **efficient** and **FAST**.
3. The new system is **foolproof**, **efficient** and **FAST**.
4. The new system is **economical**, **foolproof**, **efficient** and **FAST**.

**Notice that examples 1 – 3 take about the same time to say. But example 4 is almost impossible to say at normal speed. Three points are usually the most you can comfortably make. Usually you arrange the points so the one you think is most important comes last (Track 5–9).**

**Whenever you make important points, remember the 'rule of threes'.**

### 10. Match up the statements below (Track 5–10):

- |                        |   |
|------------------------|---|
| 1. company             | a. new, well-designed and competitively priced.         |
| 2. project             | b. local, expanding and undersupplied.                  |
| The ideal 3. market is | c. thoroughly researched, properly funded and well-run. |
| 4. product             | d. experienced, highly motivated and well-qualified.    |
| 5. manager             | e. small, flexible and customer-oriented.               |

### 11. Match up these statements (Track 5–11):

- |                                  |   |
|----------------------------------|---|
| 1. boost sales                   | a. new plant, proper training and realistic targets.  |
| What 2. increase productivity    | b. better pay, better conditions and shorter hours.   |
| you 3. raise morale is           | c. determination, imagination and guts.               |
| need 4. be an entrepreneur       | d. blood, sweat and tears!                            |
| to 5. build a successful company | e. better service, bigger discounts and lower prices. |

**Present the points several times, paying particular attention to stress and rhythm.**

## E Machine-gunning

Three important points seem to be the most the audience can comfortably keep in their heads at a time. And if you make four or five, people will probably forget some of them. But make six or seven or eight points and, although no-one will remember them all, you will impress your audience with the force of your overall argument.

It's **cheaper, newer, faster, bigger, cleaner, safer AND better designed** than **anything** else on **the market. WHAT MORE CAN I SAY?**

Notice how the list of points is delivered at speed with each point stressed to create a machine-gun effect – bang, bang, bang, bang, bang, bang, bang! Notice also the powerful remark at the end.

**12. Present the extracts below. Remember to machine-gun each point. You will probably need to do this several times. This technique is not for beginners!**

1. The new cabriolet is faster, sleeker, smoother, classier, racier, roomier and better-looking than anything else on the market.
2. As a company, we're quite simply more competitive, more creative, more innovative, more responsive, more customer-conscious and more market-driven than any of our competitors.
3. The Middle Eastern market is probably bigger, better, freer, fairer, more liberal and more lucrative than any other market.
4. In terms of performance, we're more motivated, more productive, more profitable, more efficient, more quality-conscious and generally more successful than ever.
5. The home computer industry is likely to be even more technology-driven, more cost-conscious, more price-sensitive, more risk-laden, more overcrowded and more volatile than it is today.

**Notice how the presenter repeats certain sounds to heighten the effect:**

faster, sleeker, smoother, classier, racier, roomier...

**Notice the frequent repetition of more. Notice also how the last point made is usually the most important one (Track 5–12).**

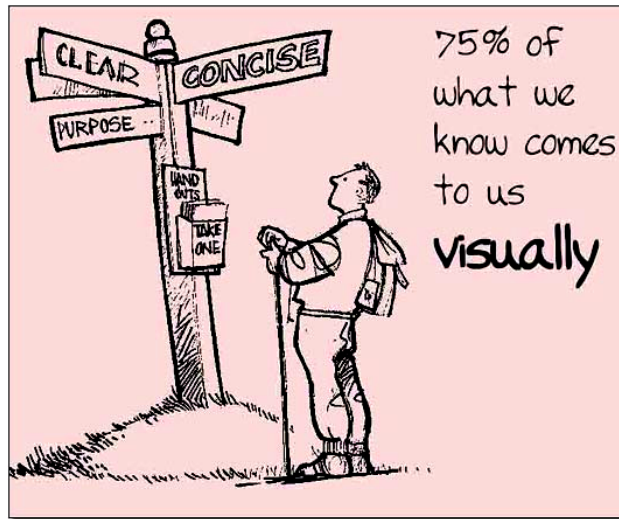
**13. You can increase the force of each statement by adding a powerful remark at the end. Here are some useful ones. Match those with a similar meaning.**

- |  |   |
|--|---|
| 1. Need I say more?                          | a. And that's all there is to it.       |
| 2. It's as simple as that.                   | b. Always has been, and always will be. |
| 3. And that's as true now as it's ever been. | c. What more can I say?                 |

**Now try presenting each extract above slowly and gradually increase the volume of your voice as you speak. This makes what you say more dramatic (Track 5–13).**

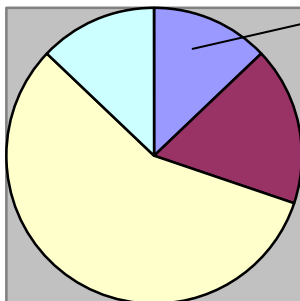
# UNIT 2

## Referring to Visuals



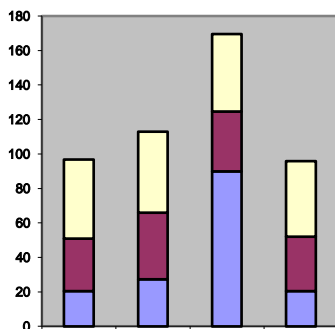
Word processing software and desktop publishing packages make it easy to produce tables, graphs, charts and diagrams to illustrate number-based information.

### Pie charts



Segment

A pie chart has good visual impact but does not show movement.



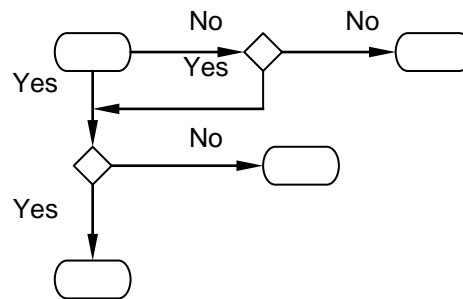
Bar charts can be presented vertically or horizontally. They are particularly good for making comparisons.

Tables give very precise information, but their visual impact is very poor and they should be avoided during presentations as they may be difficult to read.

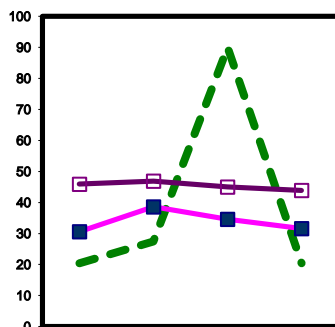
FACEBOOK USERS IN THE USA	
Alabama	1,599,26033
Alaska	6,440
Arizona	2,448,140
Arkansas	989,820
California	16,673,720
Colorado	2,369,420
Connecticut	1,398,220
Delaware	216,140
District of Columbia	1,576,360
Florida	7,839,520
Georgia	4,841,900

### Flow charts

Flow charts are used to illustrate the stages in a process. The branches show when a decision has to be made.



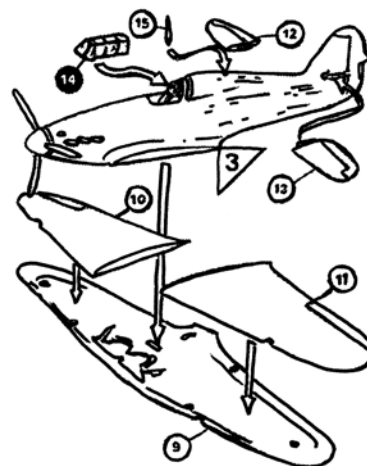
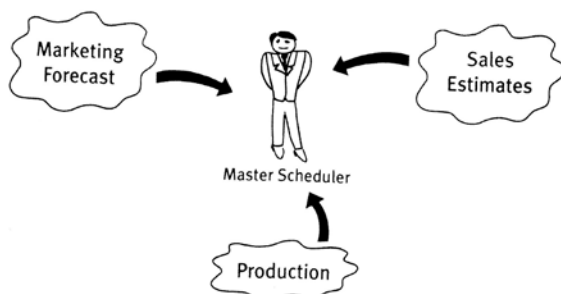
### Graphs



Graphs are good for showing movements and how one thing varies against the other.

### Diagrams

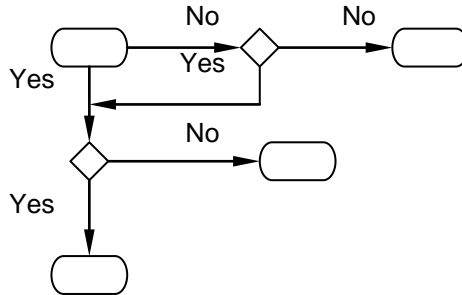
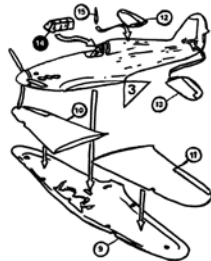
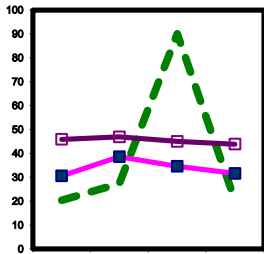
A diagram is an illustration designed to show how a machine or system functions.



### Pictograms

**1. Label the following visuals with these words:**

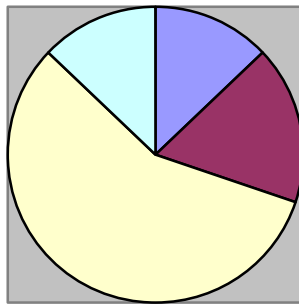
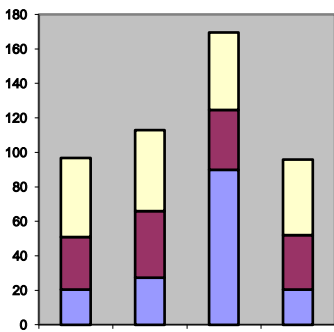
bar chart curve diagram dotted line flow chart  
graph horizontal axis pie chart table vertical axis



.....1

.....2

.....3

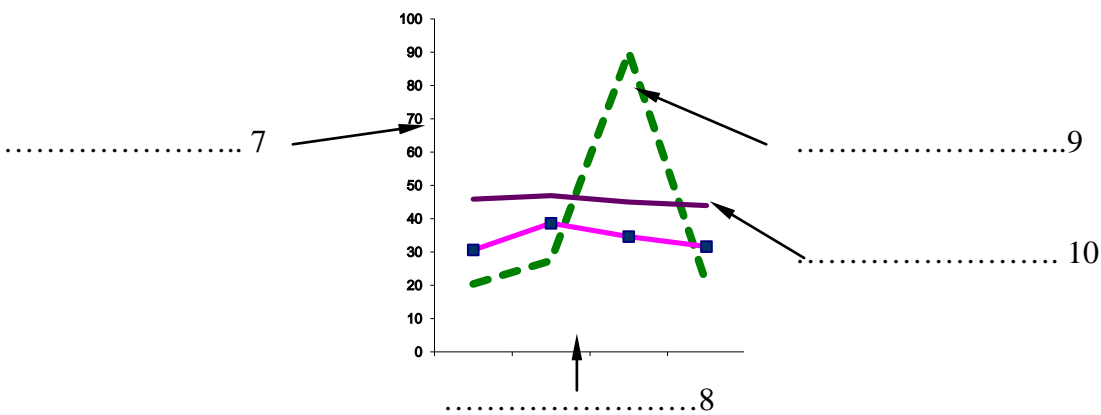


June	July	Aug	Sept	Oct
32	35	33	36	37
41	41	42	45	46
19	18	19	20	21
16	15	16	18	16
33	34	31	41	31

.....4

.....5

.....6



.....7

.....9

.....8

.....10

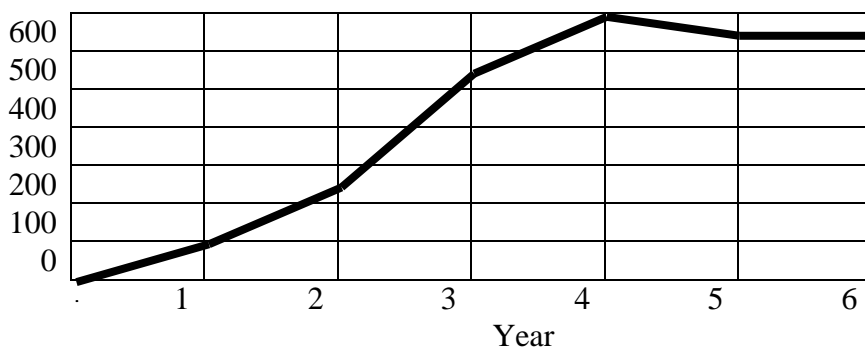
**2. Listen to the sales review. As you listen, match the model number of the product to the graph (Track 6–2).**

Models: A1456, B2456, C3456

**Graph 1**

Sales performance: Model \_\_\_\_\_

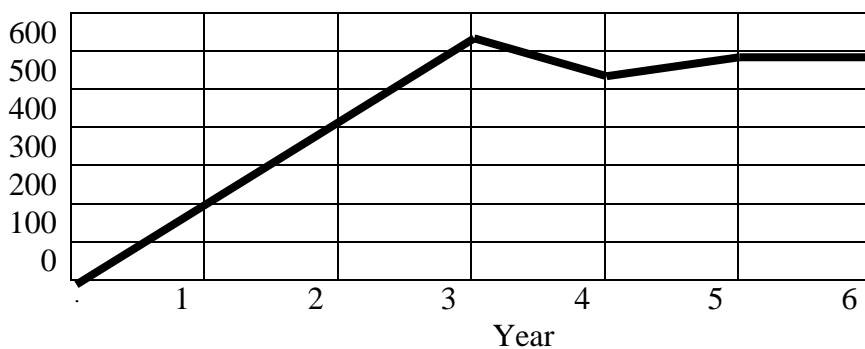
Sales 000s



**Graph 2**

Sales performance: Model \_\_\_\_\_

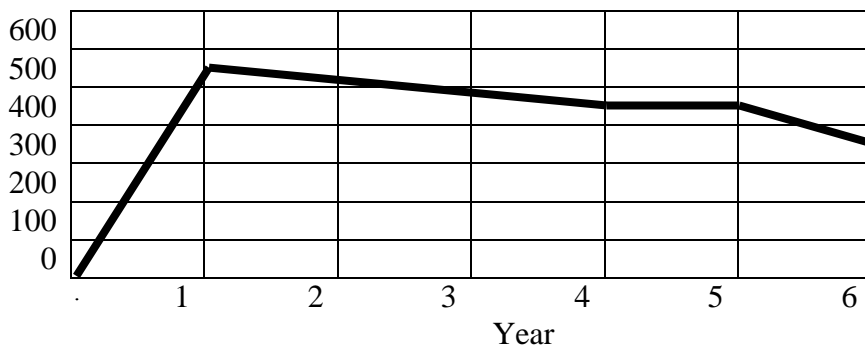
Sales 000s



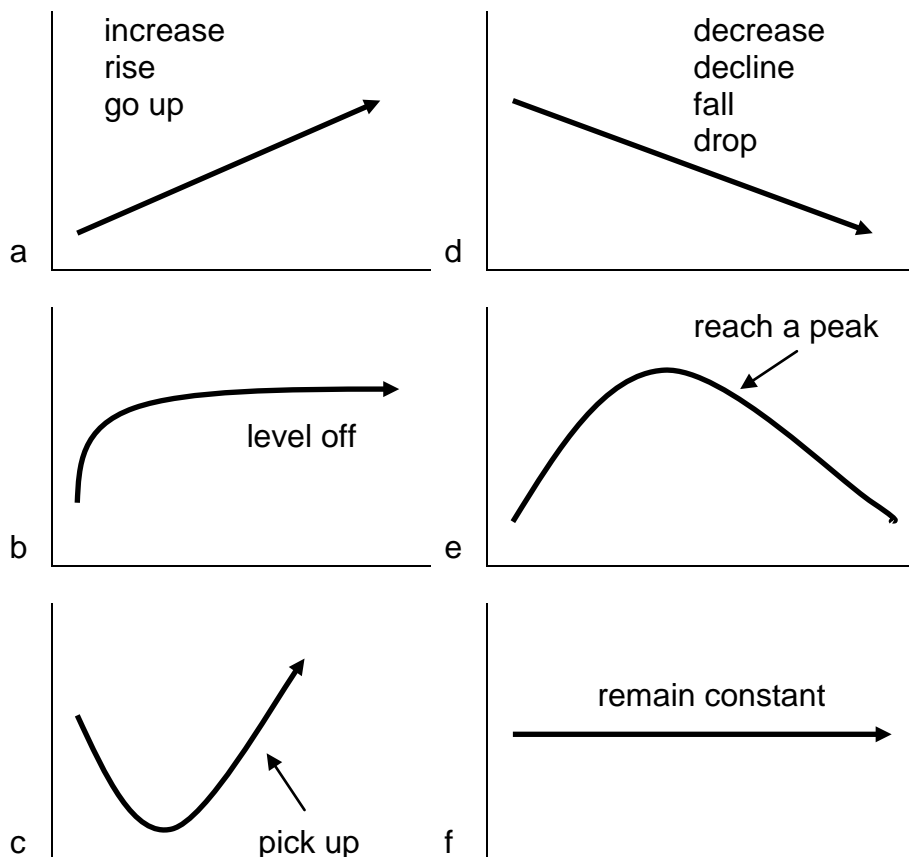
**Graph 3**

Sales performance: Model \_\_\_\_\_

Sales 000s



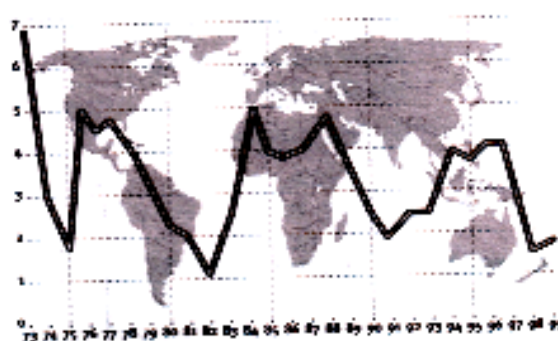
### 3. Now look at the language which is used to describe graphs.



**It is not necessary to describe every single movement on a graph; an outline of the main trends is enough:**

This graph shows world gross domestic product grown from 1973 until the end of the 20<sup>th</sup> century. With the oil crisis in 1973, GDP growth fell sharply by 5%, from 7% in 1973 to 2% at the end of 1975. It recovered in the following year before declining ever further in the next six years to reach a low point of 1% in 1982. Over the next two years GDP growth rose steadily to reach 5% but fluctuated in the following years before plummeting again in 1997. It reached a low point of 1.5% before edging up slightly in 1998-99.

**% increased on year**



**World GDP growth**

**Look at intransitive verbs of movement:**

**up**

to rise  
to rocket  
to edge up  
to pick up  
to grow / recover

**Down**

to fall  
to plummet / to slump  
to dip  
to go down (NOT \*to pick down)  
to decline

**Note: Some verbs are transitive and need an object. For example:**

to raise (prices, taxes)  
to boost (the economy, sales)

**4. Use the three graphs and the language in ex. 3 to complete the sentences.**

**A1456**

1. Sales \_\_\_\_\_ a peak one year after launch.
2. The following two years sales \_\_\_\_\_ at 400,000.
3. Then sales \_\_\_\_\_ to a figure of 330,000 by the end of year five.
4. Last year sales \_\_\_\_\_ to only 250,000 units.

**B2456**

1. In the first three years, sales \_\_\_\_\_ steadily.
2. The following year sales \_\_\_\_\_ badly.
3. Then in year five they \_\_\_\_\_ again.
4. They \_\_\_\_\_ at this figure in year six.

**C3456**

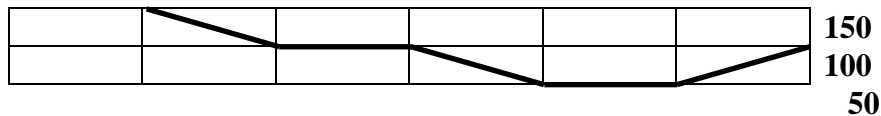
1. Sales \_\_\_\_\_ rapidly in the second year to reach 250,000.
2. In year three they \_\_\_\_\_ 450,000.
3. Year four figures \_\_\_\_\_ to 580,000.
4. In year five sales \_\_\_\_\_ slightly.



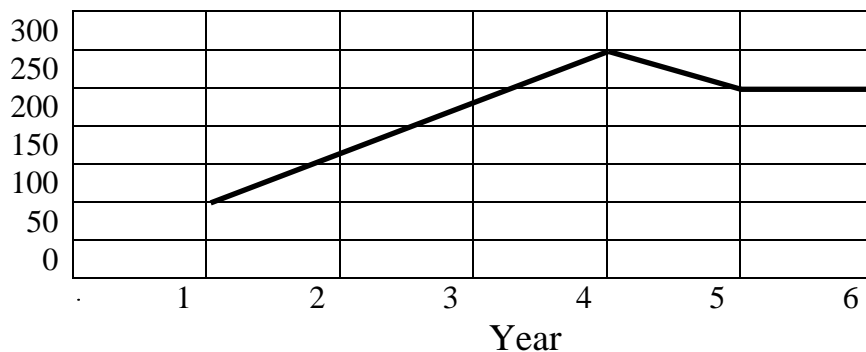
**5. The following graph shows the performance of a product (sales and prices) over the last six years. Describe it to your partner.**

**Sales and prices**

Price  
index



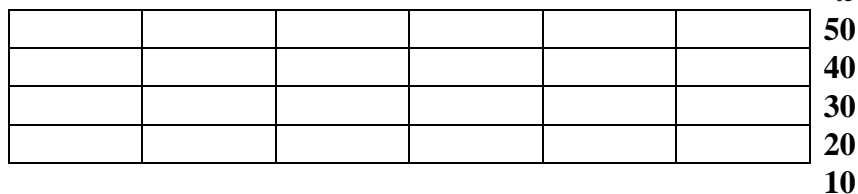
Sales  
000s



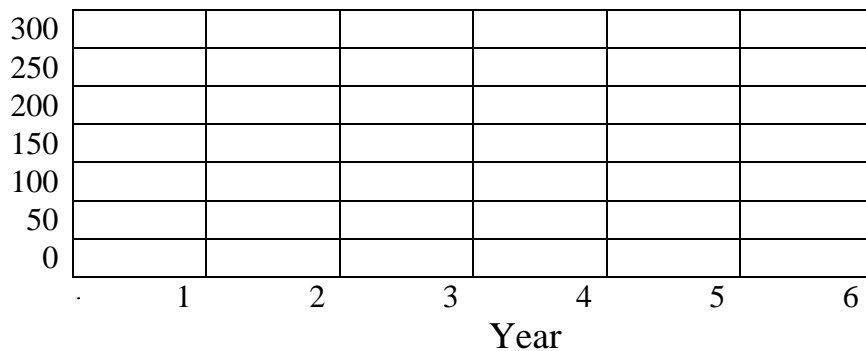
**6. Now listen to the description of the performance of a product. As you listen complete the graph below.**

**Turnover and profits**

Profit  
£000s



Turnover  
£000s



## UNIT 3

Talk low, talk slow and don't say too much.

John Wayne, Hollywood film star

### Using Your Voice



**1. Listen to six people speaking (Track 7-1). Concentrate on the way they *sound*. Are they having a conversation or giving a presentation? How do you know?**

	Conversation	Presentation		Conversation	Presentation
1	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>

**2. How is speaking to the audience – even a small one – different from speaking to a group of friends? Think about the following:**

- how clearly you speak
- how quickly you speak
- how often you pause
- how emphatic you are

**3. In the film *Wall Street*, the New York financier, Gordon Gekko, makes a famous speech to the shareholders of a company called Teldar Paper. Read the speech and try to sum up its message in your own words. (Don't worry if you can't understand every word; just try to summarise its general meaning.)**

he point is, ladies and gentlemen, that greed, for lack of a better word, is good. Greed is right. Greed works. Greed clarifies, cuts through and captures the essence of the evolutionary spirit. Greed, in all its forms – greed for life, for money, for love, for knowledge – has marked the upward surge of mankind. And greed, you mark my words, will not only save Teldar Paper, but that other malfunctioning corporation called the USA.



#### GLOSSARY

for lack of a better word – *because there is no better word*

captures the essence – *sums up*

the upward surge – *the development*

you mark my words – *listen to what I say*

malfunctioning corporation – *a company that is not working properly*

**Underline the three words in the following sentence which you would emphasize:**

**‘The point is, ladies and gentlemen, that greed, for lack of a better word, is good.’**

**Compare your ideas about emphasis with the way that the actor says the sentence**

**<http://www.youtube.com/watch?v=R8y6DJAeolo>**

**Practice saying the above sentence out loud, in the same way as the actor.**

**4. Obviously, you need to make brief pauses while you talk, but how should you time your pauses? Which of these options should you choose?**

- a* Pause only when you need to breathe.
- b* Pause at regular intervals.
- c* Pause according to the meaning of what you say.

**5. Here are three ways of pausing during part of the first sentence of the speech. Which do you think is best?**

- a* greed for lack / of a better word is / good
- b* greed / for lack of a better word / is good
- c* greed for lack / of a better / word is good

**6. Look again at Gekko’s speech. Underline the key words that you want to emphasize and mark the places where you are going to pause. Then try to deliver Gekko’s speech.**

## rticulation

In English some parts of a word sound weak, some strong and some very strong. Make sure you know how to say any long or technical words you may need.

e.g. presentATion    econOMical    producTlivity    techNOlogy

It is particularly important to know which part of the word has the strongest stress. Bad stress is more likely to make you difficult to understand than bad pronunciation.

**7. (Track 7-7-a) Highlight the part of each word which has the strongest stress. The first one has been done for you as an example.**

- |                         |                  |                 |                   |
|-------------------------|------------------|-----------------|-------------------|
| 1. present <u>ation</u> | 2. collaboration | 3. negotiation  | 4. recommendation |
| 5. decision             | 6. expansion     | 7. supervision  | 8. technician     |
| 9. politician           | 10. optional     | 11. provisional | 12. unconditional |

**Where does the stress come in words ending in *-ion(al)*, and *-ian*?**

**Do the same with these (Track 7-7-b):**

- |                 |            |               |                |
|-----------------|------------|---------------|----------------|
| 1. strategic    | 2. dynamic | 3. systematic | 4. problematic |
| 5. bureaucratic | 6. typical | 7. analytical | 8. economical  |

**Where does the stress come in words ending in *-ic(al)*?**

**Do the same with these (Track 7-7-c):**

- |               |                  |               |               |
|---------------|------------------|---------------|---------------|
| 1. efficient  | 2. deficient     | 3. sufficient | 4. proficient |
| 5. experience | 6. inconvenience | 7. efficiency | 8. deficiency |

**Where does the stress come in words ending in *-ient*, *-ience* and *-iency*?**

**Do the same with these (Track 7-7-d):**

- |              |               |               |               |
|--------------|---------------|---------------|---------------|
| 1. essential | 2. potential  | 3. beneficial | 4. commercial |
| 5. gradual   | 6. individual | 7. actual     | 8. eventual   |

**Where does the stress come in words ending in *-ial* and *-ual*?**

- |                   |                 |               |                |
|-------------------|-----------------|---------------|----------------|
| 1. flexible       | 2. incredible   | 3. impossible | 4. probability |
| 5. responsibility | 6. productivity | 7. modify     | 8. diversify   |

**(Track 7-7-e) Where does the stress come in words ending in *-ible*, *-ity* and *-ify*?**

- |                 |                  |                |                |
|-----------------|------------------|----------------|----------------|
| 1. obvious      | 2. ambitious     | 3. industrious | 4. spontaneous |
| 5. simultaneous | 6. instantaneous | 7. ambiguous   | 8. superfluous |

**(Track 7-7-f) Where does the stress come in words ending in *-ious*, *-eous* and *-uous*?**

- |            |              |               |                 |
|------------|--------------|---------------|-----------------|
| 9. trainee | 10. employee | 11. guarantee | 12. interviewee |
|------------|--------------|---------------|-----------------|

**Where does the stress come in words ending in *-ee*?**

**Can you think of any similar words for each of the examples above?**

Many of the business words will combine to form useful phrases or word partnerships:

market share    sales forecast    bank charges    product manager  
do business    cut prices    recruit staff    raise productivity

Learning lots of word partnerships, instead of just words, reduces the amount of thinking you have to do in a presentation. It also helps you to sound more fluent and businesslike. But it is important to know which word in a word partnership is *stressed*.

**8. (Track 7-8-a) Underline the stressed word in each of these partnerships. They are all noun-noun partnerships. The first one has been done for you as an example.**

- |                        |                   |                    |
|------------------------|-------------------|--------------------|
| 1. <u>cost</u> control | 2. sales volume   | 3. production team |
| 4. price war           | 5. parent company | 6. board meeting   |
| 7. profit margin       | 8. trade barriers | 9. marketing mix   |
| 10. consumer spending  | 11. market share  | 12. market forces  |

**Which word is usually stressed in *noun+noun* partnerships? Three of the word partnerships above are different. Which ones?**

**Now do the same with these verb-noun partnerships:**

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| 13. fix prices     | 14. process orders | 15. promote sales   |
| 16. reduce costs   | 17. train staff    | 18. fund research   |
| 19. agree terms    | 20. offset costs   | 21. market products |
| 22. give discounts | 23. quote figures  | 24. talk money      |

**Which word is usually stressed in *verb-noun* partnerships?**

**Do the same with these *adjective-noun* partnerships:**

- |                       |                         |                           |
|-----------------------|-------------------------|---------------------------|
| 25. net profit        | 26. corporate client    | 27. multinational company |
| 28. fixed assets      | 29. technological lead  | 30. economic outlook      |
| 31. annual report     | 32. managerial skills   | 33. free trade            |
| 34. low profitability | 35. scientific research | 36. cultural awareness    |

**Which word is usually stressed in *adjective-noun* partnerships?**

**(Track 7-8-b) Now do the same with these *noun-and-noun* partnerships:**

- |                             |                        |                    |
|-----------------------------|------------------------|--------------------|
| 1. research and development | 2. stocks and shares   | 3. time and motion |
| 4. training and development | 5. aims and objectives | 6. trial and error |
| 7. pros and cons            | 8. ups and downs       | 9. ins and outs    |

**Which word is usually stressed in *noun-and-noun* partnerships?**

## Chunking

Pausing in the wrong place can change the meaning or make you sound unclear. Be especially carefully when you use **who** and **which**. For example:

Half of the people who received a personalized sales letter bought the product.

This means that not everyone got a personalized letter, but half of those who did bought the product. Now read the sentence but with different pauses:

Half of the people who received a personalized sales letter bought the product.

Now it means that half of the people got a personalized letter, and they all bought the product. Totally different.

**9. (Track 7-9) Look at the following presentation extracts. Each contains a statement which can have two completely different meanings, depending on how you say it. The meanings are explained after each one. Chunk each statement according to what it means. The first one has been done for you as an example.**

- 1a. We attended the conference on trade tariffs in Japan.  
*The trade tariffs conference was in Japan.*
- 1b. We attended the conference on trade tariffs in Japan.  
*The conference was about Japanese trade tariffs.*
- 2a. Those who sold their shares immediately made a profit.  
*But those who didn't sell immediately, didn't make a profit.*
- 2b. Those who sold their shares immediately made a profit.  
*All those who sold their shares made an immediate profit.*
- 3a. The Germans who backed the proposal are pleased with the results.  
*The Germans backed the proposal and are pleased with the results.*
- 3b. The Germans who backed the proposal are pleased with the results.  
*But the Germans who didn't back it, aren't.*
- 4a. It's time to withdraw the economy models which aren't selling.  
*All the economy models should be withdrawn because they aren't selling.*
- 4b. It's time to withdraw the economy models which aren't selling.  
*So that we can concentrate on the economy models which are selling.*

**10. Now say these for fun, and get used to chunking and stressing in different ways for different effects.**

Half the world doesn't know  
Half the world doesn't know how

how the other half lives.  
the other half lives.

Ignore  
Ignore everything

everything I'm telling you.  
I'm telling you.

What is this thing called love?  
What is this thing called love?  
What is this thing called love?

## Stress

As a rule when you give a presentation in English the stress tends to come at the end of each chunk. But by deliberately placing the main stress at the beginning or in the middle of a chunk you can subtly change the meaning of what you say. Look at the following examples

**The BRITISH will never agree to that.**  
**The British will NEVER agree to that.**  
**The British will never AGREE to that.**  
**The British will never agree to THAT.**

Try reading out each example with different stress.

**11. (Track 7-11) In each extract below underline the main stress in the first sentence. The first one has been done for you as an example.**

- 1a. The British will never agree to that. But the Germans just might.
- 1b. The British will never agree to that. Not in a million years.
- 2a. Sales are up on last year. But profits have hardly moved at all.
- 2b. Sales are up on last year. But then that was a particularly bad year.
- 3a. We may not get the whole contract. But we'll get a good part of it.
- 3b. We may not get the whole contract. But someone will.
- 4a. The market may be growing. But our market share certainly isn't.
- 4b. The market may be growing. But, then again, it might just be a seasonal fluctuation.
- 5a. I think we're making progress. But some of you may not agree with me.
- 5b. I think we're making progress. But it's very difficult to say at this stage.
- 6a. We haven't seen a massive improvement yet. But 2% is quite encouraging.
- 6b. We haven't seen a massive improvement yet. But we soon will.
- 7a. Our products sell in Sweden. But they don't sell in Denmark.
- 7b. Our products sell in Sweden. But they don't sell enough.
- 8a. It's hard to break into Korea. But not impossible.
- 8b. It's hard to break into Korea. But harder still to break into Japan.
- 9a. There are three points I'd like to make. And all three concern senior management.
- 9b. There are three points I'd like to make. And then I'll hand you over to David.

## Pacing

One simple way of keeping the audience's interest is to vary your speed of speaking. Compare the following:

**Bad management costs jobs.**

**Bad management costs jobs.**

**This is probably the single most important thing I've said.**

**This is probably the single most important thing I've said.**

In general, you should slow down to make your most important points. This gives your message time to *sink in*.

**12. Listen to Track 7-12. Which of the following chunked statements don't work? They are all famous business quotes. In the first one it is *c* which is wrong.**

1.
  - a. The person who never made a mistake never made anything.
  - b. The person who never made a mistake never made anything.
  - c. The person who never made a mistake never made anything.
2.
  - a. Management problems always turn out to be people problems.
  - b. Management problems always turn out to be people problems.
  - c. Management problems always turn out to be people problems.
3.
  - a. Big companies are small companies that succeeded.
  - b. Big companies are small companies that succeeded.
  - c. Big companies are small companies that succeeded.
4.
  - a. Hard work never killed anybody, but worrying about it did.
  - b. Hard work never killed anybody, but worrying about it did.
  - c. Hard work never killed anybody, but worrying about it did.
5.
  - a. Ideas are like children. Your own are wonderful.
  - b. Ideas are like children. Your own are wonderful.
  - c. Ideas are like children. Your own are wonderful.
6.
  - a. The best advertisement is a good product.
  - b. The best advertisement is a good product.
  - c. The best advertisement is a good product.



## Intonation

Once you have mastered the basic technique of pausing and stressing in the right places, you can start to give real expressive power to your presentation by making full use of the rise and fall of your voice.

**13. Listen to the following presentation extract (Track 7-13). Notice how the speaker keeps their voice up or level in the middle of statements, and lets it drop at the end:**

As a **business** EVOLVES  
it goes through FOUR BASIC STAGES.  
And at every **stage** of the **business** LIFE cycle  
your **company's** financial needs are going to CHANGE.

**So**, what are those FOUR STAGES?

Well, **obviously**, when your **business** is NEW  
what you **need** most of ALL  
is INVESTMENT capital  
and a **detailed** BUSINESS plan.

But **once** your business is **established** and GROWING  
and you've got a **solid** CUSTOMER base,  
then it's time to look into INVESTMENT  
and the proper **use** of your RESOURCES.

**Companies** that fail to GROW  
simply DECLINE.

So as your **business** EXPANDS,  
you're almost **certainly** going to **need additional** FINANCING.

And FINALLY,  
by the **time** the business is MATURE,  
you'll **want** to get an accurate VALUATION  
so that, **should** you WANT to,  
you can **sell off** the company at a **decent** PROFIT.

**Present the above extract until you are happy with the way you sound. Compare your version with the one on the track.**

Notice how a dramatic rise in your voice creates anticipation and suspense, but a sharp fall gives weight and finality to what you have just said. Keeping your voice up tells the audience you are in the middle of saying something and mustn't be interrupted. Letting your voice drop lets them know you've completed what you wanted to say.

## UNIT 4

It takes one hour of preparation for each minute of presentation time.

Wayne Burgraff

### Designing Your Presentation



**1. Compare these two visual aids. Which do you think would be more effective on a screen during a presentation? Think about these points.**

1. Which has more visual impact?
2. Which is easier to read?
3. Do you want people to read or to listen to you?

#### *Audience*

1. *It is important that you know as much as possible about your audience.*
2. *You should try to find out who will be in the audience before the presentation starts. (Phone the organiser or speak to the boss!!)*
3. *You should also try to find out whatever you can about their interests. (You don't want to make jokes about soccer in a room full of Americans!)*
4. *Think about their attention span. Make sure that you don't give them too much information or spend too long on a subject which they find boring.*

#### **AUDIENCE**

Who are they?

What are they interested in?

What do they want to know?

**2. Describe how you would present this as a visual aid in a presentation. Write your own version.**

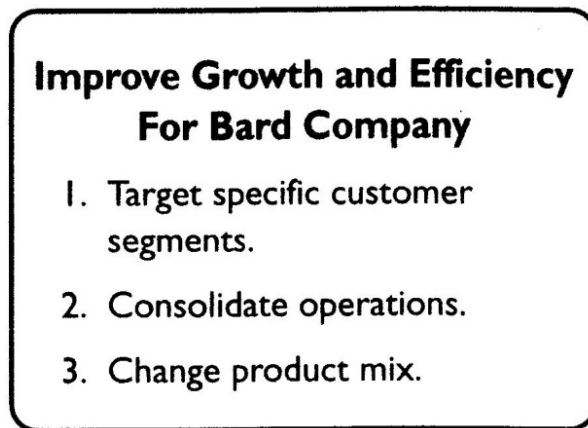
When giving presentations, it is important to keep things as simple as possible. If you have got lots of detailed information, it is probably best to put it in print and allow people to read it either before or after the presentation. Presentations work best when they talk about ideas rather than facts. They can also be good for motivating and inspiring people. But, of course, that very much depends on your personal qualities!

## **Designing the presentation as a whole**

### **I. Listing your main ideas on an agenda chart**

The “agenda” chart serves as a presentation’s “table of contents”. The rest of visuals in the presentation are like the chapters in a book. Therefore, plan your agenda chart carefully and make sure all your charts relate to the agenda.

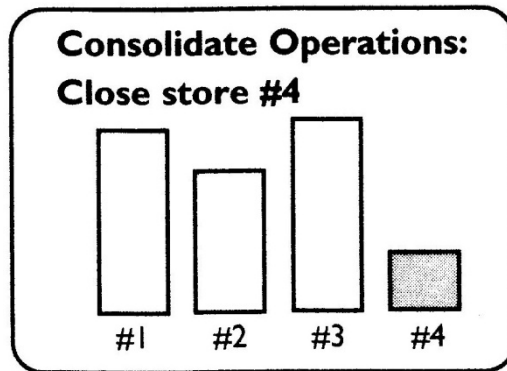
*Example: agenda chart*



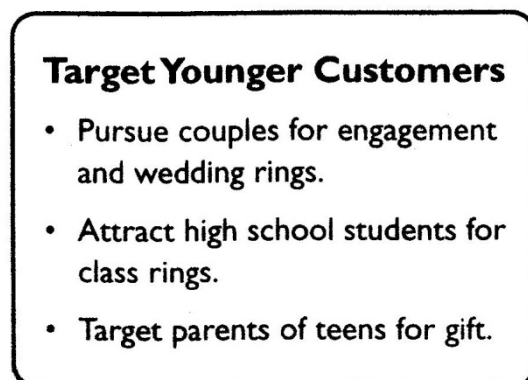
### **II. “Back-up” charts**

The rest of the charts may be graphs (or diagrams) or word charts.

*Example: graphical chart*



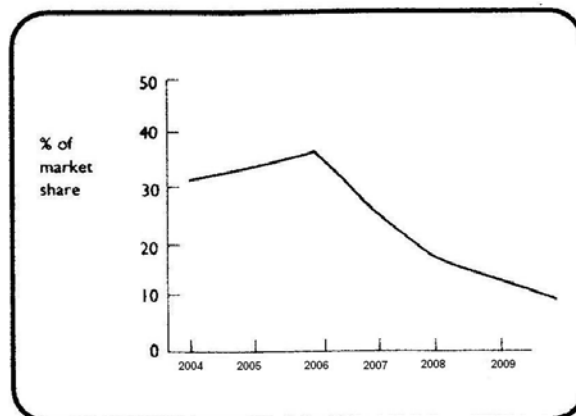
*Example: word chart*



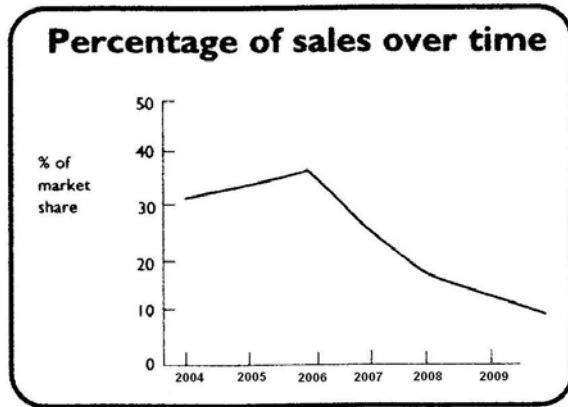
Two methods to increase your audience’s ability to understand your visuals are “message titles” and “stand-alone sense”.

**Message titles.** If you have a point you are trying to make in your visual, then use a *message title* – a short phrase or sentence with a point to it. If, on the other hand, you do not have a point you are trying to make and you don’t care what conclusion your audience draws from the data on your visual, use a *topic line*.

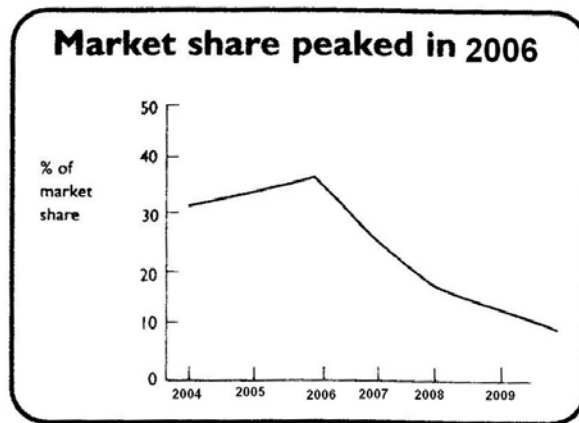
*Least effective: no title, audience draws conclusion*



Topic title: audience draws conclusions



Most effective: message title, speaker draws conclusion



“Stand-alone sense”. Not only should the title make sense, but the wording of the rest of the chart should also makes sense to someone seeing it for the first time.

Ineffective: does not make “sense-alone” sense

Hall's Model	
High context	Low context
• Relationships	• Relationships
• Credibility	• Credibility
• Agreements	• Agreements

Effective: does make “sense-alone” sense

**Hall's High-Context and Low-Context Cultures**

**High-context cultures**

- Establish social relationship first.
- Stress personal goodwill credibility.
- Make agreements by general trust.

**Low-context cultures**

- Get down to business first.
- Stress expertise credibility.
- Make agreements by legalistic contracts.

### III. Transitions between charts

There are three techniques of providing transitions between each visual.

#### Consistency

- a) *Consistency in headings and subheadings*: Each level of headings should be the same pattern – the same font, size, colour, etc.
- b) *Consistency between agenda and 'back-ups'*: The headings in each back-up slide have the same wording as the point in your agenda (e.g. your agenda says: “Increase product innovation”, the back-up slide should have the same wording, not “Innovate for new products”)
- c) *Consistency in numbering system*: The numbering system in the agenda and back-up slides should be the same.

#### Repeated use of agenda slide

Each time you switch to the next section of your presentation, show your agenda slide.

*Using box to show transition*

**Improve Growth and Efficiency  
For Bard Company**

1. Target specific customer segments.
2. Consolidate operations.
3. Change product mix.

Using “dim” function to show transition

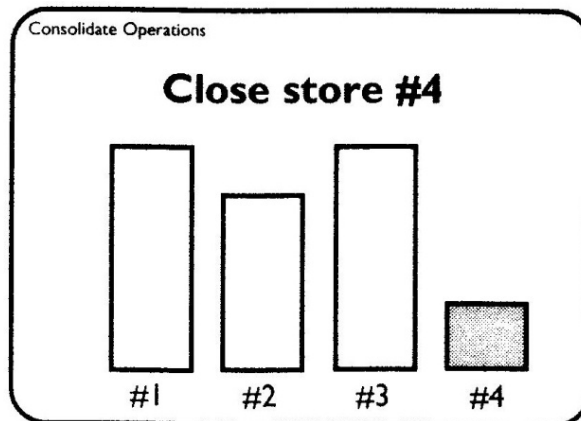
**Improve Growth and Efficiency  
For Bard Company**

1. Target specific customer segments.
2. Consolidate operations.
3. Change product mix.

### Use of “trackers”

A “tracker” is a shortened version of the main points on your agenda chart.

*Tracker: upper left corner*



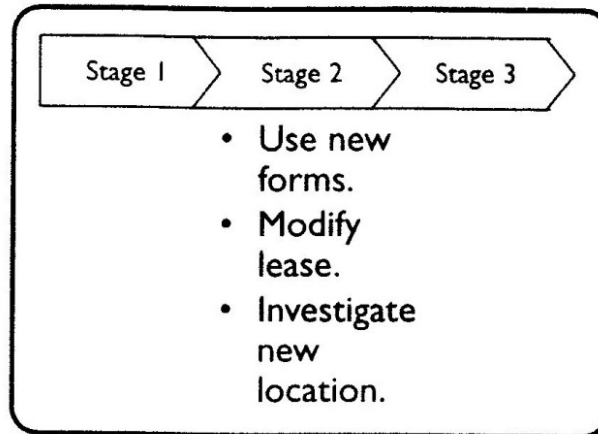
*Tracker: lower right corner*

**Harness the Internet**

- Enhance visual presentations.
- Use hyperlinks.
- Institute purchase format.

Design Issues

*Tracker: across top of the page*



## IV. Designing each individual chart

### Designing graphs to show quantitative data

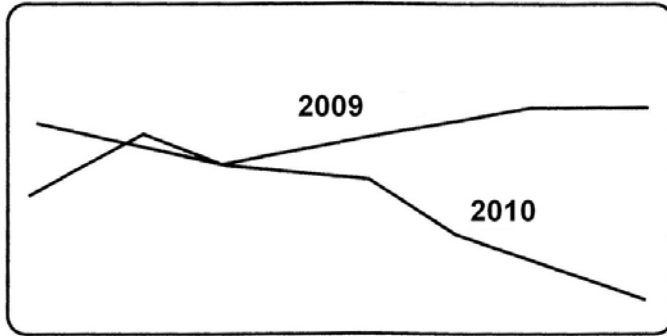
Many presentations include quantitative data which is easier to understand if you show it on graphs.

*Example: data shown non-graphically – the trends are not apparent*

2009		2010	
January	12,543	January	16,985
February	14,371	February	16,106
March	15,998	March	15,422
April	15,004	April	15,010
May	15,281	May	14,564
June	15,742	June	13,820
July	16,101	July	12,489
August	16,254	August	11,376
September	16,378	September	10,897
October	16,495	October	10,178
November	16,397	November	9,657
December	16,463	December	9,281



*Example: same data shown graphically – the trends are more apparent*

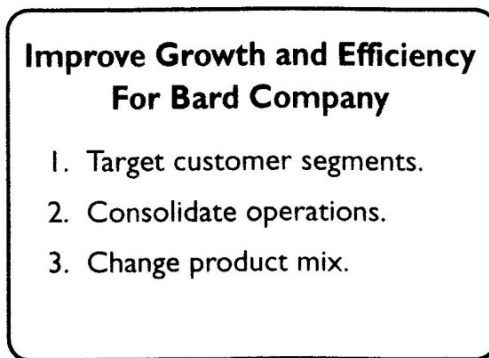


The most prevalent graphs to show quantitative data are shown in **Appendix 1**.

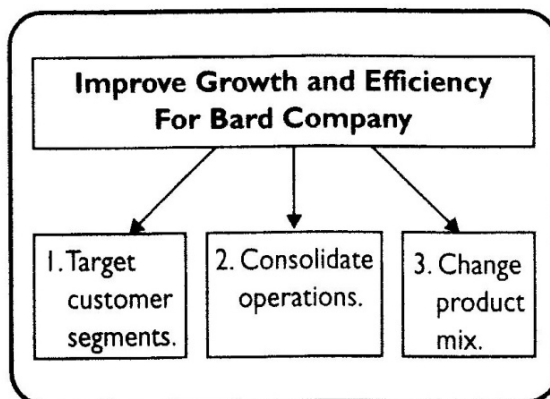
### **Designing diagrams to show nonquantitative data**

In addition to showing quantitative data visually on graphs, you can show nonquantitative relationships visually on diagrams.

*Agenda example: words only*



*Same agenda: showing relationships visually using a diagram*



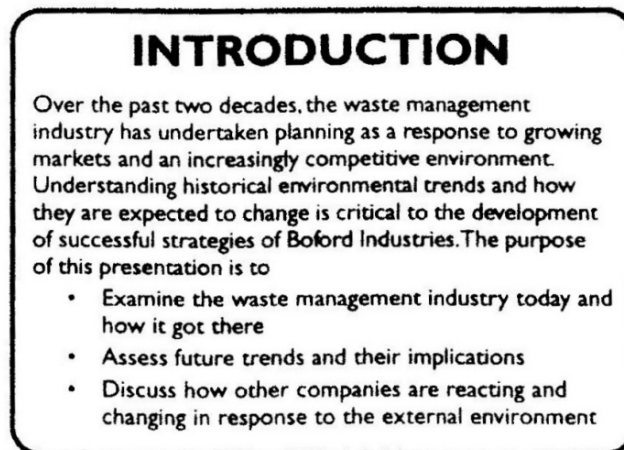
See how to use diagrams to show nonquantitative data graphically in **Appendix 2**.

### **Designing word charts to show main ideas**

Most presentations include word charts. The main problem with word charts is that they are overused – sometimes it is easier to include everything than to decide what is really worth including. Here are some tips on designing word charts.

*Avoid wordiness:* Avoid using boring word-for-word scripts that echo what you are saying in your presentation. Include only key words and phrases.

*Ineffective chart: too wordy*

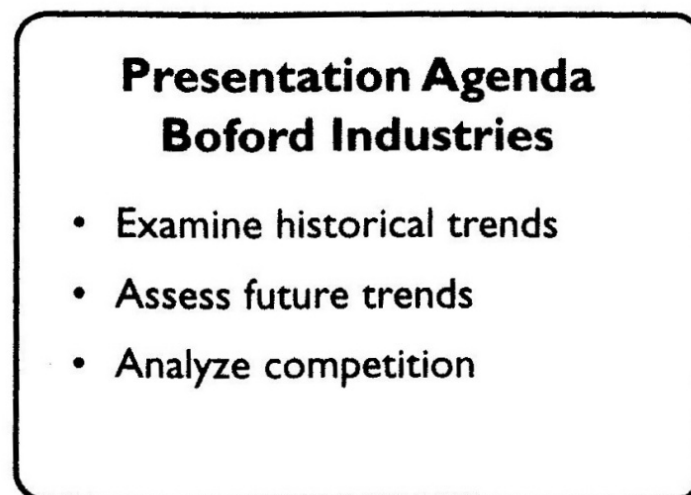


**INTRODUCTION**

Over the past two decades, the waste management industry has undertaken planning as a response to growing markets and an increasingly competitive environment. Understanding historical environmental trends and how they are expected to change is critical to the development of successful strategies of Boford Industries. The purpose of this presentation is to

- Examine the waste management industry today and how it got there
- Assess future trends and their implications
- Discuss how other companies are reacting and changing in response to the external environment

*Effective chart: key phrases only*



**Presentation Agenda  
Boford Industries**

- Examine historical trends
- Assess future trends
- Analyze competition

*Use grammatical parallelism:* make sure the first word in a series is consistent with the other first words in that series.

*Ineffective: not grammatically parallel*

Steps to organize internally

1. Establishing formal sales organization
2. Production department responsibilities defined
3. Improve cost-accounting system

*Effective: grammatically parallel*

Steps to organize internally

1. Establish formal sales organization.
2. Define responsibilities for the production department.
3. Improve cost-accounting system.

*Use conceptual parallelism:* make sure that ideas of equal importance are shown at equal hierarchical levels.

*Ineffective: not conceptually parallel – the three lines are of not equal importance*

- Change product mix.
- Eliminate product X.
- Concentrate on product Y.

*Effective: conceptually parallel- first line is more general; second and third lines are of equal importance*

Change product mix.

- Eliminate product X.
- Concentrate on product Y.

*Use effective indentation:* words chart are easier to read if the entire sections are indented.

*Ineffective indentation*

1. Here is an ineffective example of a numbered section in which the number does not stand out very much because the subsequent lines “wrap around” the number.

1. Here is another ineffective example of a numbered section in which the number does not stand out very much, this time because only the first line is indented.

### *Effective indentation*

1. Here is an example of an effective numbered indentation; all lines in the section are indented equally, so the number “stands out” on its own.

*Use typography effectively:* typography – font, size, use of boldface, italics, capitals, etc. – is an important feature of both graphic and word charts. Choose your typography with care: large enough, readable, and clear.

A) Using large enough letters. Normally you should use at least 18-point, and more often 24- or 36-point type.

### *Readable size*

**This is 24-point type.**

### *Less readable size*

This is 12-point type. It is fine for written documents, but too small for visual aids.

B) Using standard capitalization. Except for very short titles, capitalize only the first letter of a sentence or phrase.

### *Readable capitalization*

This is standard capitalization. Only the first letter of the phrase or sentence is capitalized.

### *Less readable capitalization*

This Is Not Standard Capitalization. Capitalizing Every Word Slows Down Your Readers.

### *Least readable capitalization*

THIS IS ALL CAPITALS. THE LACK OF SIZE VARIATION WITH ALL CAPITAL LETTERS MAKES THIS KIND OF TEXT HARDEST TO READ.

C) Choosing a readable font. The easiest to read are serif fonts. Serif fonts, such as Times, are those with extenders on the ends of most letters; sans serif fonts, such as Arial, do not have extenders on the ends of letters. A sans serif font with all capital letters is the hardest to read.

### *Ineffective typography: sans serif, all capitals*

THIS IS SANS SERIF FONT, SET IN ALL CAPITAL LETTERS. THE LACK OF SIZE VARIATION WITH ALL CAPITALS AND NO SERIFS MAKES THIS COMBINATION THE HARDEST TO READ.

D) Avoiding letterjunk. Examples of letterjunk include too many typographical elements (such as boldface plus italics plus underlining plus all capitals all at once) outline and shadow styles, arty fonts, and jarring font variations.

*Ineffective typography: examples of letterjunk*

**THIS SHOWS BOLDFACE + UNDERLINING + ALL CAPS!**

This shows shadow style.

*This shows an 'arty' font.*

This **shows** *jarring* font VARIATIONS.

E) Using colour effectively. Use of colour can make your visuals look attractive, lively, professional, and easily remembered. On the other hand, use of colour can be too slick, too expensive-looking, and counter to cultural norms or expectations.

Use the same pattern throughout the whole presentation. Your foreground colour (titles and text) should contrast sharply with the background colour (e.g. bright yellow on bright blue, but not light blue on dark blue).

Do not use colour just because it is available; use it only if it enhances your message.

Do not just use colour to decorate; use it to communicate.

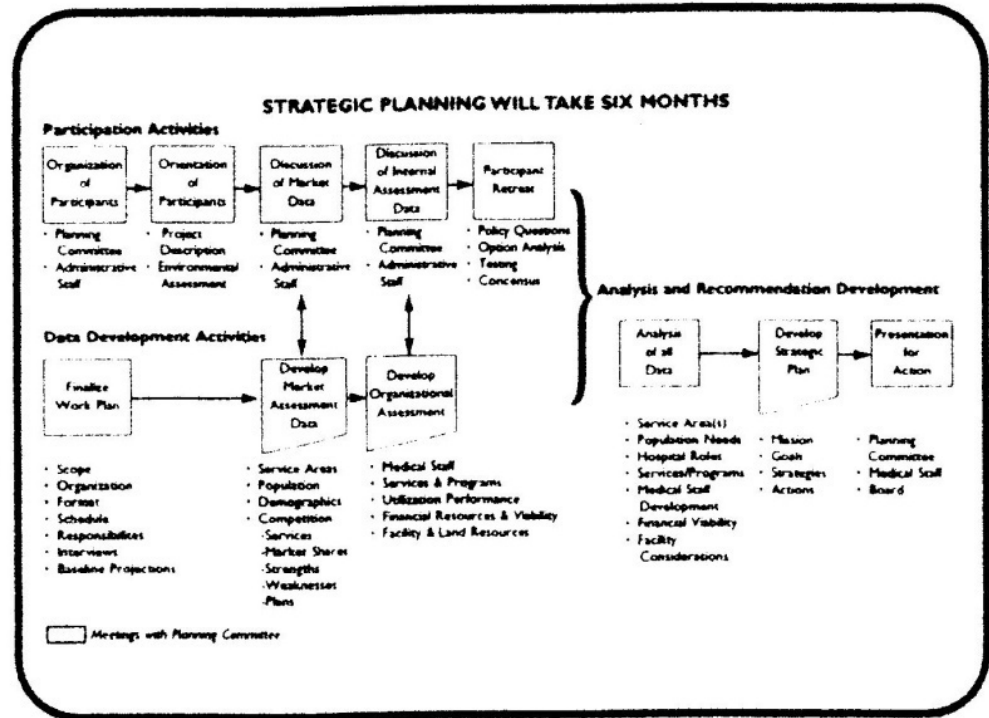
Design expert Jan White refers to the overuse of colour as the “fruit salad effect”. White recommends using two colours in addition to black, because “the more colours there are, the more difficult it is to remember the meaning each carries.” Four distinct colours are maximum.

### **Editing each chart**

*Avoid overload:* Avoid overloaded text or graphic visuals that include too many elements for one chart. For each visual, decide what is more important for the audience to see. If your visual is overloaded you may:

- 1) Simplify it so that the key ideas, figures, or trends are emphasized;
- 2) Cut it so that one section is shown in detail;
- 3) Break it into a series of overlays, each of which shows an added layer of detail.

*Ineffective chart: overloaded*



*Effective chart: simplified to show key trends only*



Avoid decorations that do not add information value – such as unnecessary shading, borders, three-dimensional effects, etc.

## UNIT 5

Great is the art of beginning, but greater the art is of ending.

Henry Wadsworth Longfellow

### Concluding a presentation



#### A *Preparation*

Without a good conclusion a presentation is not complete. One way to end a presentation is to summarise briefly your main arguments and draw conclusions for the audience.

#### 1. Read the conclusions to four presentations.

##### Presentation 1

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

However, with the administrative data centres we have a very different situation. Their organization is not cost-effective, and is creating problems of duplication. We therefore recommend a thorough reorganization. We've looked at three options. First, to set up three regional data centres, but this represents only a partial solution to the problem of duplication and, as we've seen, is really not viable.

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

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

Thank you all for your attention.

## **Presentation 2**

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

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

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

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

Thank you for your attention.

## **Presentation 3**

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

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

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

Thank you.

## **Presentation 4**

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



**Complete the statements below.**

**Presentation 1** – The consolidation of European computing at Macron Chemicals.

a. The presenter wants the audience to .....

**Presentation 2** – Review of the performance of Aqua-Sparkle

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

c. He also wants his audience to .....

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

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

**Presentation 4** – An office automation proposal.

e. The presenter wants the audience to .....

***B What to say – Recommendations and calls for action***

**The conclusion of a persuasive presentation often includes recommendations or a call for action.**

**2. Read the conclusions from the two persuasive presentations 1 and 4 again. In both conclusions the presenters recommend a course of action. Notice how the presenters make their recommendations.**

**Complete the missing words in each extract and read the notes on the right.**

**Presentation** – Consolidation of European computing at Macron Chemicals.

**Extract**

... there is and will be a major need for new computer applications. So, .....  
..... leave them as they are ...

... and is creating problems of duplication .....  
therefore ..... a thorough reorganization ...

and the time factor. So, the .....  
..... for more detailed  
..... sub-contract all administrative computing ...

**Notes**

*First recommendation*

*Second recommendation*

*Final recommendation*

**Presentation** – An office automation proposal.

**Extract**

So, in conclusion, I ..... *Call for action*  
..... the new office automation scheme  
.....  
And, .....have a *Proposal for next step*  
decision .....  
the month, ..... to work  
out a detailed plan ..... December, which  
means ..... announce the new project  
..... January.

***Recommendations and calls for action***

- A persuasive presentation will often include recommendations and/or a call for action from the audience.
- At this stage the following vocabulary is often useful.

<i>Recommendation</i>	<i>Recommend</i>
<i>Proposal</i>	<i>Propose</i>
<i>Suggestion</i>	<i>Suggest</i>

Notice how they are used:

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

**3. Below you will find four recommendations from different presentations. Complete each recommendation by matching information from columns A and B.**

- |                                      |  |
|--------------------------------------|--|
| <b>A</b>                             | <b>B</b>   |
| a. We propose _____                  | i. is to centralise all our R and D in Brussels.           |
| b. The recommendations of this study | ii. investing in new production facilities.                |
| c. The solution we favour            | iii. a major sales push in the Japanese market.            |
| d. We strongly urge you to consider  | iv. are to sub-contract all training to outside suppliers. |

**4. If the recommendations in the last exercises are accepted the presenters also propose the following actions. Again combine information from columns A and B.**

- |   |  |
|---|--|
| <b>A</b>  | <b>B</b>   |
| a. But, if we really want to target the Japanese market,                              | i. we could carry out a detailed study of training organisations by the beginning of November. |
| b. If we could have your decision before the end of the month,                        | ii. you'll need to carry out a more detailed study of the manpower implications.               |
| c. But before any final decision is taken about closing our other R and D facilities, | iii. we should have all our literature in Japanese.  |
| d. If you decide to go ahead with the investment,                                     | iv. you'll need to look at different ways of raising the money.                                |

*C How to organise the information – Summaries, conclusions and closing courtesies*

**5. Read the conclusion to presentation 1 again. Notice how the presenter builds up the conclusion. First she reviews the main findings of the study and gives her conclusions, then she brings the presentation to an end. Notice the sentences and phrases the presenter uses as she builds up her conclusion. Complete the missing words in the extract. Then read the notes on the right.**

**Extract**

At this stage .....  
 ..... , the main findings  
 of the study.

....., the manufacturing data centres.  
 Given the rapid growth in business in your plants...

..... , our recommendation is to leave them as  
 they are.

... Their organization is not cost-effective, and is creating  
 problems of duplication.

We ..... recommend a thorough reorganization.

**Notes**

*Introduces her  
 summary*

*Reviews the situation  
 for manufacturing data  
 centres*

*Makes  
 recommendation*

*Reviews situation for  
 administrative data  
 centres,  
 and makes  
 recommendation*

We've looked at three options. ...., to set up three regional data centres ... *Reviews options*

..... option, to expand one of the existing regional data centres...

..... which we strongly recommend for more detailed consideration, is to sub-contract all administrative computing to an outside supplier ... *Then makes final recommendation*

..... detailed cost breakdowns for the three options, ..... now. *Refers audience to documentation*

And, of course, ..... any ..... *Asks for questions*

..... all ..... *Thanks the audience*

### ***Building up a conclusion***

A good conclusion will contain some or all of the following stages.

- A summary

Often a summary is needed before you give your final conclusions.

Review or restate your key points from the introduction and main body of the presentation. This helps to reinforce them for your audience.

*So, to summarize/sum up...*

*At this stage I'd like to go over/run through ...*

*So, as we've seen in this presentation today ...*

*As I've explained ...*

- Conclusions

This will often take the form of:

a recommendation or call for action

a challenge

a dynamic concluding statement to reinforce your message

- Support documentation

At this stage of your presentation it would be appropriate to distribute support documents, folders, cost breakdowns, handouts, calculations or copies of slides.

*I've a detailed cost breakdown, which I'll be passing/handing round now.*

*In the folder which I'll be distributing you'll find copies of the*

*...*

- Closing formalities

*I'd be happy to answer any questions.*

*If you have any questions, I'd be pleased to answer them.*

*I would welcome any comments/suggestions.*

*Thank you for your attention.*

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

---

### Statements

- Clearly, if we are to improve our performance in this sector, action must be taken in the coming year.
  - So, in conclusion, I would ask you to give serious consideration to these measures.
  - Thank you for your attention, and if you have any questions I'd be happy to answer them.
  - But, faced with strong competition, the performance of our remaining sector, bags of chocolates, is very disappointing.
  - And, I'm confident that the measures which I've outlined today will do just that.
  - So, as we've seen, the product sectors, boxes and blocks have performed well. (1)
- 

**7. The staff in the foreign loans department in the UK subsidiary of an American bank are having to work considerable amount of overtime. The Department Manager has looked at two options for solving the problem, to hire**

- temporary staff
- permanent staff

The notes below are his conclusions for a presentation about this problem. Study the presentation plan.

<b>Summary</b>
<p>Clear problem in the department  staff overworked and making mistakes  deterioration in customer service</p> <p><b>Case against 1<sup>st</sup> solution</b> – hire temporary staff  will compound the problem by creating need for:  extra training  constant supervision of temporary staff</p> <p><b>Conclusion recommend 2nd solution</b> – hire more permanent staff  solve overtime problem  opportunity to create effective team of specialists</p> <p>Distribute cost breakdown for two options</p>

Below there are 6 instructions asking you to develop the conclusion for this presentation. Make your response after each instruction.

*Example*

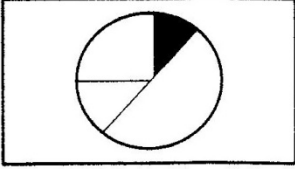
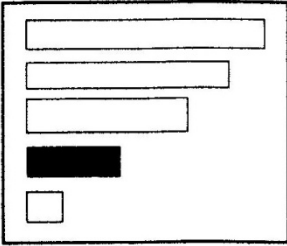
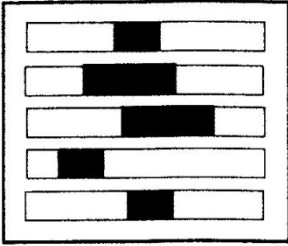
<b>Instruction 1</b>	Introduce your summary.
<b>Your response</b>	.....
<b>Model version</b>	<i>So, just to summarize. It's clear we have a serious problem in the department.</i>

**Now you try:**

<b>Instruction 2</b>	Review the problem.
<b>Your response</b>	..... ..... .....
<b>Instruction 3</b>	Review the first solution and the case against it.
<b>Your response</b>	..... ..... ..... .....

<b>Instruction 4</b>	Conclude with your recommendation.
<b>Your response</b>	..... .....
<b>Instruction 5</b>	Refer the audience to the handout.
<b>Your response</b>	..... .....
<b>Instruction 6</b>	Thank the audience and invite questions.
<b>Your response</b>	..... ..... ..... .....

# APPENDIX 1

GRAPHS TO SHOW QUANTITATIVE DATA		
If you want to show	Use this graph	Tips
<p><b>Components of one item</b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Shares</li> <li>• Proportions</li> </ul>	<p>→ <b>Pie</b></p>  <p>Entire item broken into components</p>	<p>Arrange with most important component at 12 o'clock.</p> <p>If components are equally important, arrange from smallest to largest.</p> <p>Usually, limit to no more than five components.</p>
<p><b>Rank comparison</b></p> <ul style="list-style-type: none"> <li>• Difference between</li> <li>• Variation</li> <li>• More or less</li> </ul>	<p>→ <b>Bar</b></p> 	<p>Arrange in order to suit your needs: alphabetical, low to high, high to low.</p> <p>Bar charts run sideways so they are easier to label, and because column charts may imply a time sequence.</p>
<p><b>Component parts of more than one item</b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Shares</li> <li>• Proportions</li> </ul>	<p>→ <b>Subdivided bar or subdivided column</b></p>  <p>Series of items broken into components</p>	<p>Arrange in order to suit your needs: alphabetical, low to high by a certain component, low to high by item, etc.</p> <p>Bar charts run sideways so they are easier to label, and because column charts may imply a time sequence.</p>



# GRAPHS TO SHOW QUANTITATIVE DATA

**If you want to show**

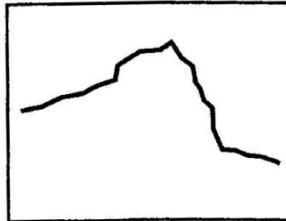
**Use this graph**

**Tips**

**Time or frequency** →

- Trends
- Concentrations
- Increase/decrease

**Line or column**



Time

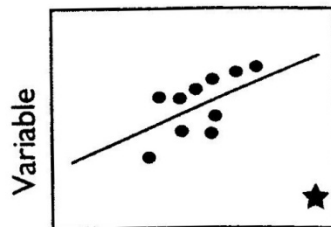
Use a line chart to emphasize trend, large number of time periods.

Use a column chart to emphasize extreme variability, small number of time periods or plottings.

**Correlation**

- Relation
- Pattern
- Deviation from pattern

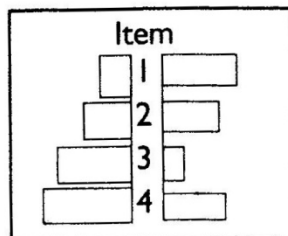
→ **Scatter or paired bar**



Variable

Variable

These examples show lack of correlation. The starred item in the scatter chart deviates from the expected range, shown by the line. The items in the paired bars would both look like stairsteps if the variables were correlated.

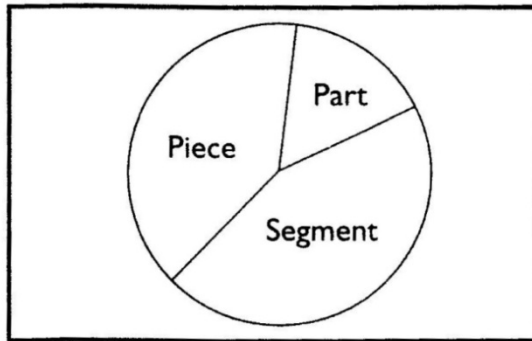


Variable

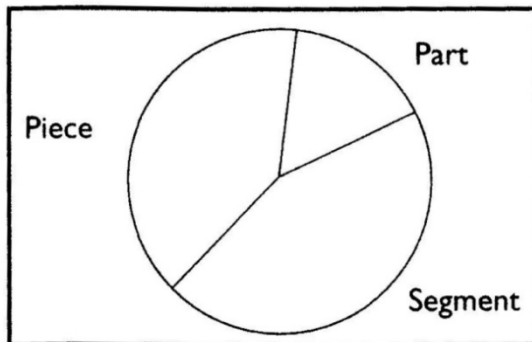
Variable

## LABELING GRAPHS

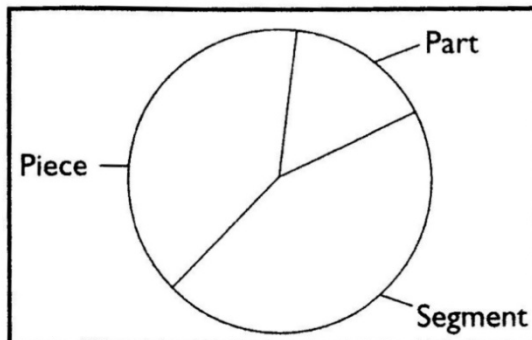
- 1. Preferred option:  
Label inside section**



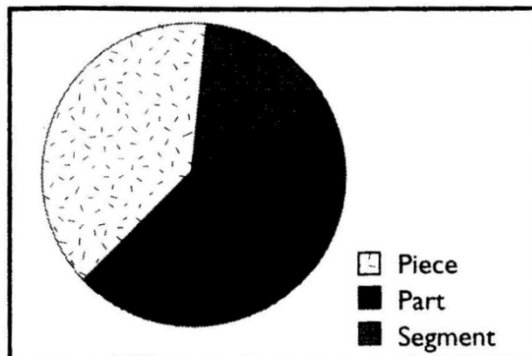
- 2. Second-best option:  
Label just outside section**



- 3. Third-best option:  
Label and connect to  
section with line**



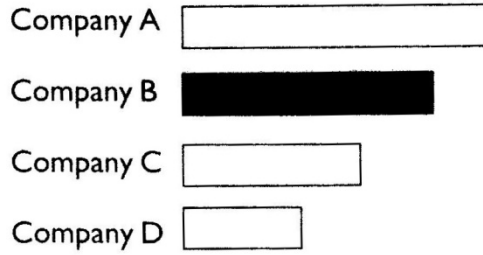
- 4. Worst option:  
Use a legend**



## SHOWING EMPHASIS ON GRAPHS

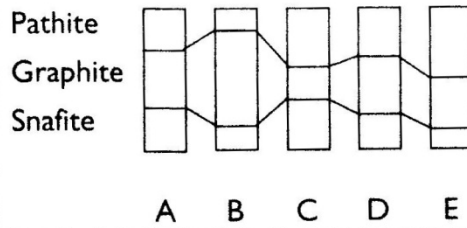
### 1. Contrasting color

**Company B ranks second.**



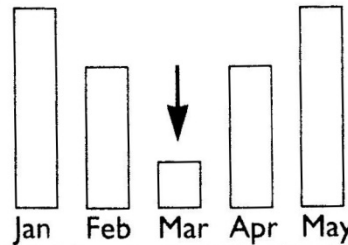
### 2. Lines

**Product C uses far less graphite than other products.**



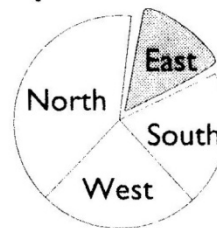
### 3. Arrows

**Sales declined dramatically in March.**



### 4. "Exploded" off

**East generates the smallest share of profits.**



# APPENDIX 2

DIAGRAMS TO SHOW NONQUANTITATIVE CONCEPTS		
<p><b>Steps in a process</b></p>		
<p><b>Flows</b>  <b>Time</b>  <b>Command</b>  <b>Organization</b>  <b>Process</b></p>		
<p><b>Cause and effect</b></p>		
<p><b>Change</b></p>		
<p><b>Interrelation</b></p>		
<p><b>Barriers/penetration</b></p>		

Adapted from G. Zelazny, *Say It With Charts*

# APPENDIX 3

## PERFORMANCE SUPPORT WORKSHEETS

### Preparing for a business presentation

#### Planning

- ✓ I know my audience and have decided on the best style (formal/informal) for my talk.
- ✓ I have a clear idea about the main purpose of my presentation (no change)
- ✓ I have details about the presentation room, and the facilities (screen, laptop computer, etc).
- ✓ I have given enough time to preparing and practising my talk.

#### Structure

- ✓ My introduction will get the audience's attention and explain my objectives.
- ✓ The main points of my presentation are clearly and simply defined.
- ✓ I present the information in a logical sequence.
- ✓ I have made the three things I want the audience to remember clear and memorable.
- ✓ I have avoided the use of jargon and
- ✓ I provide enough examples to clearly illustrate any difficult or key points.
- ✓ The conclusion is brief and clearly tied to the objectives in the introduction.
- ✓ There is enough time at the end for questions from the audience.
- ✓ I am prepared to respond to potentially difficult questions, and have a few comments ready in case there are no questions.
- ✓ I have rehearsed the presentation against the clock, and can finish the content to allow time for questions.

#### Visual Aids

- ✓ My visual aids are clear and easy to understand.
- ✓ They are clearly tied to the points I am trying to communicate.
- ✓ They can be easily seen.
- ✓ The text is limited to key words and phrases.

#### Resources

- ✓ I have prepared memory prompts and an outline of the key points, and they are clearly numbered in order.
- ✓ I have prepared handouts covering the outline.
- ✓ I have avoided detailed or complex graphics in the presentation and included them in the handouts instead.
- ✓ There are enough handouts for the anticipated audience numbers.

#### Practice

- ✓ I have rehearsed my presentation out loud at least three times, and at least once in front of a real audience (family, friends, or colleagues.)
- ✓ I have recorded my presentation (preferably on video) and checked that my speed of delivery, volume and clarity of speech, body language, eye contact and visual aids are appropriate.
- ✓ I avoid using 'I' or 'me' to keep the presentation relevant to the audience.
- ✓ My visual aids are working and I am comfortable with using them.
- ✓ I have visited the venue, or I have made plans to check out the facilities in advance.

# Things to remember for the presentation

## Before starting

1. Make sure your appearance doesn't take away from your message.
2. Do a last minute check on the equipment.
3. Put a watch on the podium/table to keep track of time.
4. Make sure memory prompts, notes and outline are in order.
5. Have a glass/bottle of water on hand.
6. Know who will introduce you and when.
7. Place handouts on seats, or participants pick them up as they enter.

## Starting

1. Start on time.
2. After being introduced, take a deep breath and establish eye contact with the audience.
3. Relax and stand tall.
4. Smile!
5. Involve the audience when you get their attention in your introduction by asking a question or saying something that indicates you understand their expectations.

## During

1. Project positive body language.
2. Don't lean or hide behind the podium.
3. When possible, move around naturally.
4. Avoid putting your hands in your pockets.
5. Keep eye contact and be prepared to adjust your timing and delivery according to the mood of the audience.
6. Smile.
7. Speak clearly and more slowly than you usually do.
8. Pause occasionally in a long presentation if necessary to collect your thoughts or give audience time to take in key points.
9. Be brief in the conclusion, but remember the rule of three and tie your conclusion to your three main objectives.
10. Finish on time.

## Finishing

1. Listen to questions intently and positively.
2. Repeat the question so everyone can hear it, and to give you time to think about the answer.
3. Be honest if you don't know the answer, but offer to follow up after the presentation.
4. Thank the audience.

## Reflection after the presentation

If possible, ask a colleague to listen to your presentation and rate you according to the following criteria. Otherwise, reflect on your own presentation using the same criteria.

Criteria	1	2	3	4
<b>My knowledge of the subject</b>	I did not appear to have a good grasp of the information, and could not answer audience questions.	I appeared uncomfortable with information and could only answer basic questions.	I was comfortable with information, and was able to answer the questions, albeit briefly.	I had full knowledge of information, and was able to elaborate easily and provide thorough answers.
<b>The structure of my presentation</b>	Difficult to follow, no obvious sequence of information.	Difficult to follow, skipped around topic, and lost the thread.	Information was logically presented, easy to follow.	Information was presented both logically and in an engaging way, easy to follow.
<b>My body language</b>	Minimal eye contact, reading from notes/visual aid, audience not engaged.	Eye contact limited or only with some of the audience, extensively read notes. Little rapport.	Audience was engaged as a whole, but rapport was limited.	Good rapport, included all of the audience, good eye contact, open to questions.
<b>My speech</b>	Mumbled, used jargon, difficult to hear, hesitated.	Not clearly heard some of the time, some jargon explained.	Heard and understood by most of the audience.	Clearly heard and understood by all of the audience.
<b>My visual aids, graphics and other support media</b>	No visual aids, graphics or support media, too much text.	Visual aids, graphics or support media did not significantly contribute to audience understanding	Visual aids, graphics and support media were relevant and contributed to audience understanding	High quality visual aids, graphics and support media, used with confidence to aid significant audience understanding.
<b>Accuracy</b>	Many mistakes in spelling, explanations, or terminology.	A few obvious mistakes in spelling, explanations, or terminology.	No obvious mistakes, but some lack of clarity in areas of potential misunderstanding.	Good clarity and explanations avoided any potential audience misunderstandings.

From: [www.English360.com](http://www.English360.com)

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