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Кафедра іноземних мов

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Укладач:

К. С. Матвєєва – канд. пед. наук, доцент кафедри іноземних мов
Миколаївського національного аграрного університету.

Рецензенти:

- С.Г. Заскалета – доктор пед. наук, професор кафедри англійської мови та літератури. Миколаївського національного університету імені В.О.Сухомлинського.;
- О.В. Артюхова – канд. пед. наук, доцент, завідувач кафедри іноземних мов Миколаївського національного аграрного університету.

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INTRODUCTION

A short course for Business English students, which consists of Business Communication - Presentations.

A flexible approach that meets the needs of Business English students.

- Business Skills is for students at the intermediate level who need to improve their skills in the key areas of business communication: taking part in meetings, telephoning, negotiating and presenting.

- The course provides students with realistic controlled and open-ended activities so that they can build up their fluency and confidence.

- The modular approach allows for flexibility – teachers can customize the course to the needs of their students and do the modules in any order.

- Authentic reading passages, taken from a variety of sources, introduce the theme of the units.

- Language and Business Communication Skills Lists in each unit provide a useful reference after students have completed the course.

- It includes Self-Study Sections at the end of each unit and Revision and Tips Section at the end of the coursebook.

Business Skills is a short course with two key objectives:

- to develop your technique in four key areas of communication: presenting information,

- to develop your knowledge of the language used in these key areas.

The course is concerned with improving your reading and speaking skills. Texts are taken from a variety of sources including newspapers, magazines, and coursebooks in economics. Skills such as skimming, scanning, are developed through a series of tasks. There is a lot of opportunity to enlarge vocabulary, exercise speech patterns and models, practice real conversations.

There are very many opportunities for discussion and plenty of role plays and simulations. The discussion is partly designed to get you to think about what makes communication effective. The practice material and the role plays lead to an exercise. This is a chance to connect what you have studied with your own daily experience, either as a student in business. The skills learned from this course are useful for those preparing to start work and for those already in work in business environment.

As you use the course, practice as much as you can and prepare for meetings, presentations or telephone calls by using the Lists at the end of each unit. Always refer to these when preparing a communication task. Try to develop the habit of good preparation. Try also to develop the habit of self-assessment to help you to see where improvements can be made. Your teacher will help you with this.

Enjoy the course!

1 Presentation technique and preparation

1. Look at the photo. Discuss or make notes on the characteristics of a good presentation. What makes a high quality presentation for you? Think about both the content and the way the speaker presents information, engages the audience, shows inspiration. What problems may you face while giving a presentation to an international audience?

2. The text below contains several recommendations for giving effective presentations. Scan the text to match the seven points below to the right paragraph, a-g. You do not have to read the text in detail.

1. Choose visuals to support the presentation.
2. Have a simple, clear structure.
3. Show enthusiasm.
4. Use PowerPoint.
5. Making informal presentations.
6. Consider the audience.
7. Dealing with nerves.

Successful Presentations

a) The key to a successful oral presentation is to keep things simple. I try to stick to three points. I give an overview of the points, present them to the audience, and summarize them at the end.

b) My purpose or desired outcome, the type of audience, and the message dictate the formality of the presentation, the kind of visuals, the number of anecdotes, and the jokes or examples that I use. Most of my presentations are designed to sell, to explain, or to motivate. When I plan the presentation, I think about the audience. Are they professionals or nonprofessionals? Purchasers or sellers? Providers or users? Internal or external? My purpose and the audience mix determine the tone and focus of the presentation.

c) When I make a presentation, I use the visuals as the outline. I will not use notes. I like to select the kind of visual that not only best supports the message but also best fits the audience and the physical location. PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals I use.

d) PowerPoint and slide presentations work well when I am selling a product or an idea to large groups (15 people or more). In this format, I like to use examples and graphs and tables to support my message in a general way.

e) In small presentations, including one-on-ones and presentations where the audience is part of the actual process, I like transparencies or flip charts. They allow me to be more informal.

f) I get very, very nervous when I speak in public. I handle my nervousness by just trying to look as if, instead of talking to so many people, I'm walking in and talking to a single person. I don't like to speak behind lecterns. Instead, I like to get out and just be open and portray that openness: "I'm here to tell you a story."

g) I try very hard for people to enjoy my presentations by showing enthusiasm on the subject and by being sincere. I try not to use a hard sell - I just try to report or to explain - and I think that comes across. In addition, it helps that I am speaking about something that I very strongly believe in and something that I really, really enjoy doing.

Luis E. Lamella.

From Business and Administrative Communication by Kitty Locker, Irwin McGraw Hill. 1998

What advice from Luis E. Lamella do you think is the most important?

To get more information about presentation preparation go to Tip 3 on page 215

2 The Audience

3. Here you have 12 tips how to prepare for a presentation. Insert the word from the box into appropriate places.

a) eye contact	b) structure	c) preparation	d) body language	e) dress
f) difficult questions	g) relationship with	h) audience	i) lively pace	
j) nervousness	k) voice	l) visual aids	m) notes	

1. It is important to maintain _____ with the people you are talking to.
2. Clearly signal the _____ of your talk during the introduction.
- 3 Select and order your material carefully during the _____ stage of your presentation.
4. Use the right _____ to get your message across.
5. _____ appropriately.
6. _____ should always be handled politely and diplomatically.
7. Establish a positive _____ your _____ as quickly as possible.
8. People will lose interest if you do not move your talk along at a _____.
9. Take a few deep breaths before you start, to help you overcome your initial _____.
10. Use your _____ effectively and appropriately.
11. Make sure your _____ are clear and easy to follow.
12. Design and position your _____ so that you can refer to them easily at all times.

Go to Tip 4 on page 216 to find more information on the topic. Discuss it in class.

3 Structure(1)Introduction

4. Each presentation starts with introduction. In this exercise you are to match the speaker's proposes from introduction with the corresponding parts.

1) Greet your audience.	a) I've divided my talk into three parts. First, (methods that we have analyzed). Then (I'll report on some investigation from other companies), and finally (I'll talk about what this may mean for our sales growth)
2) Introduce yourself.	b) Good afternoon everyone

3) Give the title of your talk.	c) Please interrupt if at any time you have any questions or something is not clear
4) Describe the structure of your talk.	d) My names Jeremy Kreig. I'm a (manager in sales) for (PLF Co), with special responsibility for (analyzing new target markets in Northern Region)
5) Explain that the audience can interrupt if they want.	e) Later my colleague Melinda Meduffie will be showing a video on ...
6) Say something about the length of your talk.	f) I'm going to talk about (some new methods of reaching new markets abroad)
7) Say a colleague will be showing a video later.	g) My talk will last about (half an hour)

5. Use the outline below to prepare a brief introduction to a talk about any company you choose from the list on the website:

<http://money.cnn.com/magazines/fortune/global500/2010/>, which will redirect you to the company website.

Before doing it go to Tip 5 on page 217 to know how to give presentation in multicultural context.

Company information:

1. What is its name?
2. How long does it operate?
3. Where is the head office?
4. What is its structure?
5. What does it sell?
6. Who are its customers?
7. Number of stores?
8. Strength?
9. Future plans?

Decide who the audience is. Make notes. Look at the Business Communication and Vocabulary List and remember in particular to consider the points under the heading Audience.

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

- 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 audience questions and to discussion?

- How could you improve your introduction?

Vocabulary List

The introduction to a presentation

Greeting

Good morning / afternoon ladies and gentlemen. My name is...

(Ladies and) Gentlemen ... I'm...

I'm very grateful that you could all come today.

Subject

The subject of my plan today is...

I plan to say a few words about ...

I'm going to talk about ...

The subject of my talk is ...

The theme of my presentation is ...

I'd like to give you an overview of ...

During my presentation I'll be talking about.

Structure

I've divided my talk into (three) parts.

My talk will be in (three) parts.

I'm going to divide ...

First ...

Second ...

Third ...

In the first part...

Then in the second part ...

Finally ...

Length

My talk will take about ten minutes.

The presentation will take about two hours ...

but there'll be a twenty minute break in the middle. We'll stop for lunch at 12 o'clock.

Policy on questions / discussion

Please interrupt if you have any questions.

After my talk there'll be time for a discussion and any questions.

If anyone has any questions, please feel free to interrupt.

If there's anything you would like to ask me, please would you wait until the end of the presentation.

Business Communication List

Effective presentations - planning and preparation

- audience

- expectations

- technical knowledge

- size

- questions and / or discussion

Speaker's competence

- knowledge
- presentation technique

Content

- what to include
- length / depth (technical detail)
- number of key ideas

Structure

- sequence
- beginning, middle, end
- repetition, summarizing

Delivery

- style
- formal / informal
- enthusiasm / confidence
- voice
- variety / speed
- pauses
- body, language
- eye contact
- gesture / movement
- posture

Visual aids

- type / design / clarity
- relevance

Practice

- tape recorder
- script or notes

Room

- size / seating
- equipment (does it work?)
- sound quality

Language

- simple / clear
- spelling
- sentence length
- structure signals

Self-Check

Subject

1. Complete the spaces in the five opening sentences of presentations.

1. My t _____ today is about our plans for entering new markets.
2. I'd I _____ to say something today about the AX project.

3. The presentation will give you an o_____ of our organization.
4. The t_____ of my talk is the "Single European Market and Competition Policy".
5. This morning I want to e_____ the special relationship between us and our suppliers.

Audience

2. *Insert the words from the box into the text given below.*

- a) thanks for coming b) the Head of c) start off d) raise your hands
 e) I'm going f) an overview g) go on h) finally i) Feel free j) go along

OK. Let's get started. Good morning everyone and _____. For those of you who don't know me, my name's Roger Morris and I'm _____ Business Development at Smarterwork.

Perhaps I should _____ by asking how many people here have heard about Smarterwork. Can you just _____? OK, and of you people who have heard of it, how many of you have used the site? ...Thank you.

This morning, _____ talk to you about Smarterwork. I'm going to begin by giving you _____ of Smarterwork, then I'll _____ to tell you about our two types of users and _____. I'll explain how it all works. _____ to ask any questions you like as we _____.

Presentation structure

3. *The classic presentation has three parts. Here are six sentences from the introduction to a presentation. Put them in the right order.*

- a) I'm going to talk about the new organization of our Eastern Sales.
- b) Afterwards you can ask any questions or say what you think.
- c) Good afternoon, everyone. My presentation today is about changes in our organization.
- d) Finally I'll describe the new arrangement - the new system.
- e) First I'll describe the current situation - how things are now.
- f) Then I'll explain why we have to change this.

Introducing your presentation

4. *Make verb + noun phrases by matching the verbs below to the right words. See the example.*

- | | |
|------------------|-----------------------------------|
| 1) to talk about | a) questions |
| 2) to explain | b) an overview |
| 3) to say | c) a few words |
| 4) to give | d) the problem |
| 5) to divide | e) something |
| 6) to answer | f) the talk into 2 (3,4...) parts |

Your policy on questions and discussion

5. *Make sentences from the words below.*

1. like whenever interrupt you

2. if questions have ask you please any
3. questions until save any the please end
4. you have I a for handout
5. points handout my the includes main the of talk
6. few may notes take to want you a
7. be will discussion there a later

Section 2 Business Communication

Importance of visual aids

Vocabulary List

Business Communication Skills List

AIMS • Using visual aids: general principles • Describing change
• Talking about the content of visual aids

2. Read the text below and find:

- a) eight advantages of using visual aids
- b) three warnings about using visual aids.

Dinekel and Parham (1985) 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 aid needs 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 to just 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.

Adapted from Bernice Hurst *The Handbook of Communication Skills* (London: Koqan Page. 1991).

2 Talking about the content of visual aids

1. Label the following using the listed words

- a)
 - 1) pie chart
 - 2) map
 - 3) bar graph
 - 4) table
 - 5) diagram
 - 6) picture
 - 7) line graph
 - 8) flowchart plan

Over to You

It is important to identify whether a diagram shows changes overtime or differences in one fixed time, as they require different vocabulary and grammatical structures.

Identifying and comparing data on a chart

Some texts include statistics and data in graphical form. To understand this information, first identify:

- the title of the chart
- the title of each axis (horizontal and vertical)
- the label of each category, represented by a column, row or line in the chart
- the units of measurement for each axis (e.g. time, numbers, percentages, distances)
- the values for each category
- the legend (the colour or pattern assigned to each category in the chart)

3. Look at the chart below and answer the following questions:

- 1) What is the title of the chart?
- 2) Suggest a title for the vertical axis.
- 3) What is the unit of measurement on the horizontal axis?

Household expenditure by gross income decile group

4. a) Look at the diagrams given below. For each diagram, decide if you need to: say about changes over time, make comparisons or both?

1. Which tenses would you use for each diagram? Why?
2. Write an appropriate introductory sentence that describes what each diagram shows.

Diagram 1. The table shows school leavers' highest qualifications for the categories level 3, level 2 and no exam as a percentage for the years 2004 to 2007.

Fig. 5. Percentage of gross weekly household income by source of income, 2009

5. A project manager for FDF, a manufacturing company, gives a presentation on the reasons for choosing a particular location for a new plant. Read four extracts from his talk.

- a) Match each extract (1-4) to the correct picture below.

Extract 1

Speaker: My talk concentrates on the Nipple Gap and the planning we have carried out so far. It's divided into three main parts - as you can see - this short introduction, then first, a few words on the site at Nipple Gap, then an overview of the environmental costs. After the environmental costs, we'll look at other costs. After that, we'll break for a discussion. If everyone is happy with that ...

Extract 2

Speaker: Now ... the first picture to show you on this, on the environmental costs, clearly shows that construction accounts for over 60%, while the environmental costs amount to around 12%, shown by this segment here. That's a lot less than the land purchase ...

Extract 3

Speaker: Moving on ... I thought you would be interested in a comparison - looking at the costs of the environmental expenditure for Nipple Gap – with some other possible sites - and as you can see by the chart - its very good. In fact, it would cost well below the average. Only one is a slight bit ... small bit cheaper ...

Extract 4

Speaker: This picture, the next one here, shows initial investment, rising in the first year, beginning to fall during year two, then - you see - falling after about a year and a half ... then the decline in investment costs will continue ...

b) Read them again. What is the key point the speaker makes about each picture?

Extract 1: _____

Extract 2: _____

Extract 3: _____

Extract 4: _____

6. a) Analyze a visual aid, such as the graph below, taken from a presentation, "World energy - going up the chimney," given at an environmental conference. What is its structure?

b) Answer the following questions:

1. Does the diagram show amounts or percentages?
2. Compare the beginning and the end of the diagram. What changes are there?
3. What other significant changes can you see?

Trends in CO₂ emissions between 1950 and 1990. OECD (Organisation for Economic Cooperation and Development) countries (developed world) compared with non-OECD countries

c) Insert the statements from the box in the correct order.

a) to show b) increase c) vertical d) axis e) the CO₂ emissions

f) horizontal axis g) dotted line h) a sharp i) top line j) up to

Speaker: Now I'd like _____ you this graph. It shows the rate of _____ in CO₂ emissions between 1950 and 1990. On the left-hand _____ you see _____ in millions of tones, while the _____ shows time over forty years. The three lines show... the global total at the top, the broken line here is OF.CD countries, or developed countries. The _____ shows non- OECD, or developing countries.

What we can see here is, quite clearly, a _____ increase in CO₂ emissions. This increase is global, look at the _____ here, but the graph shows that its strongest in

developing countries. In OECD countries, the rate of increase is slower. _____
2000, the situation _____ just the same ...

d) What is the speaker's main point?

Practice 1

Imagine using the graph below in a presentation about air quality. Suggest how you would describe it. Use the cues a-d.

Fossil Fuel Farewell

Renewable energy could supply all the world's energy needs by the year 2100 _

'Exajoules (1EJ = 10^{18} joules). A joule is a unit of work or energy, equivalent to 0.239 calories.

a) "Now ___"

b) "It shows_ "

c) "The vertical _____ while_ "

d) "Clearly, we can see that_ "

3 Describing change

The vocabulary in this section is used to describe movement or trends.

Work on the Useful language table below for describing changes over time.

Useful Language

MEANING	VERB	NOUN
go down	decrease	same
	fall	same
	drop	same
	decline	same
	plunge (big change)	/
	plummet (big change)	/

go up	increase rise grow double treble rocket (big change)	same same <i>growth</i> doubling in + n trebling in + n /
no change	level off remain the same remain stable stabilize	a levelling off at / / /
constant change	fluctuate	fluctuation in + n
position	reach a high / peak of reach a low of stood at	a high of a low of /

MEANING	ADVERB
small change	steady(ily) slight(ly) gradual(Iy)
large change	considerable (ly) sharp(ly) dramatic(ally) significant(ly) substantial(ly)

ADJ & ADV PATTERNS	TIME PHRASES
Sb + V + ADJ + N <i>There was a substantial increase in students in 2006.</i>	from 2000 to 2005 from 150 to 200 units in 2006
Sb + V + ADV <i>The number of students increased substantially throughout the period from 2002 to 2006.</i>	for 5 years between 2000 and 2005 during/ throughout the period from 2000 to 2005

1. This task checks your knowledge of several key words and phrases used to describe movement.

a) to increase an increase b) to decrease a decrease

Some of these verbs have no exact noun form but there are others we can use:

- go up- a rise or an increase
- bottom out- a low point
- be unchanged or stay the same- a steady period or a plateau.

Over to You

- to rise gradually but a gradual rise
- ... rose from 70 to 90 = rose by 20 (verb + by)
- a rise from 70 to 90 = a rise of 20 (noun + of)
- Sales stood at £1 million.
- There was a rise/fall in sales.

Note

Although + noun + verb

Although prices rose, sales increased.

Sales increased, although prices rose.

Despite + noun

Despite price reductions, sales fell.

Sales rose despite price increases.

In spite of+ noun

In spite of price reductions, sales fell.

Sales rose in spite of price increases.

Statement+ In contrast+ noun+ verb Rainfall decreased. In contrast, temperatures rose.

2. Finish the sentences describing diagrams.

1) Shares in the company have...since the takeover was announced.

a) almost doubled

b) levelled off

c) gone up almost threefold

2) Passenger numbers are ...in the next quarter.

a) up this quarter at 3.5m, but expected to return to 2.6m

b) expected to grow by 0.9m

c) projected to leap by 2.6m to 3.5m

3. Look at the graph and complete the sentences with one of the words or expressions in the box.

1) falling from 2) gradually declined 3) rapid upturn 4) recovered 5) slight drop
6) soar to 7) stabilised at

Sales _____ between January and March last year _____ 5.4m to 4.25m. In March to April, there was a _____ in sales from 4.75 m to 5.5m.

July saw sales _____ 8.5m thanks to the launch of our new range. Then there was a _____ from 7m in August to 6.5m in September and sales _____ around 6m in October and November.

Sales _____ well at 8.2m in December, thanks to the Christmas spending spree.

4. Look at the Useful language table above for describing changes over time.

Work in pairs. Find suitable words from the table in Ex.1 to describe the main changes in diagrams 1 and 2. Use these words to add two further sentences to the descriptions below.

Diagram 1

Regarding level 3 qualifications, the percentage increased steadily from 23% in 2004 to 32% in 2007. _____

Diagram 2

The class hours for sport fell significantly throughout the five year period dropping to two hours per week in 2006.

5. Look at the following simplified diagrams, showing applications for different courses by month in various colleges.

a) Write a description of the main changes using language from the Useful Language table.

The three subjects all reveal completely different trends with only applications for Accounting remaining stable throughout the three months. Applicants for Economics and Business Studies showed opposite trends with the former falling steadily and the latter rising sharply.

b) Which diagrams show:

- (1) similar trends (e.g. all elements increasing)?
- (2) different trends (e.g. some elements increase but others decrease)?
- (3) fluctuating trends (e.g. constant changing)?

c) How might a pencil help you to identify the main trend in a graph, bar chart, pie chart or table?

Tip

To find the main trends of graphs, bar charts and tables it helps to compare the beginning and end of the diagram.

Strategy for describing diagrams

Task 1 Paragraph plan

Paragraph 1 - Say what the diagram shows in your own words (you will lose marks if you copy the question). Follow this with several sentences describing the main features supported by reference to the diagram (e.g. include dates and figures).

Paragraph 2 - Give further details - describe other features, significant differences and make comparisons where relevant. Support with figures from the diagram.

Summarizing sentence - End with one or two sentences that give an overall summary of the main features. No explanation, reasons or conclusion should be given.

6. Study the following examples of typical questions for describing diagrams and answer the questions.

1. Does this diagram show changes over time?
2. Should your writing be formal or informal?
3. What tenses would be required?

4. Do you need to write about changes over time, make comparisons or both?
5. What is being described?
6. What significant points would you mention?

This graph illustrates the number of Chinese, Japanese and Indian students who enrolled at North Dean University over a five-year period.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

7. Read the model answer below to the question on international student enrolment and complete the following tasks.

1. Find four synonyms for 'student enrolment'.
2. What language does the writer use to show that exact numbers are not known?
3. Complete the gaps with language from the Useful language table on page ...?

Paragraph 1

The diagram shows the enrolment of Chinese, Japanese and Indian students at North Dean University from 1999 to 2003. During this period, enrolment of both Chinese and Indian students more than trebled. However, Japanese admissions (O) fell substantially with numbers being almost the reverse of those for Chinese students.

Paragraph 2

Chinese numbers (1) _____ up to 2002 followed by a (2) _____ reaching almost 100 students (3) _____. Similarly, numbers of Indian students showed (4) _____ throughout the period from about 10 in 1999 to over 70 in 2003. In contrast, enrolments of Japanese students (5) _____ from (6) _____ of over 100 students in 1999 to just over 40 in 2001. Numbers then (7) _____ throughout 2001 finally dropping again to a low of around 30 in 2003. A further point of interest is that (8) _____, enrolments from all three countries were very similar, the average difference being approximately 10 students.

Summarizing sentence

Overall, the graph highlights a considerable difference between growth in Chinese and Indian enrolments but reduction in Japanese enrolments.

Does this answer follow the paragraph plan given on page ..? Remember that a formal writing style is required. Sentences should be regularly supported by data from the diagram.

8. Read and answer the questions.

1. Does the diagram given below show amounts or percentages?
2. Compare the beginning and the end of the diagram. What changes are there?

3. What other significant changes can you see?

9. Write the answer using the paragraph plan below.

The graph shows the percentage of staff trained by four different companies between 2003 and 2006.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Paragraph 1

Introduce diagram

Describe main trends - compare beginning and end

Paragraph 2

Describe other details - note similarity between A and £3, and difference between C and D

Summarizing sentence

Summarize overall pattern

Role play

Work in pairs, A and B.

Student A

Describe this graph to a colleague. Say what the subject of the picture is. Then explain the details of the graph and highlight one or two key facts.

Look at the Language List and Business Communication Skills List if you need to.

Source: Social Trends 2001. Crown Copyright 2001. Reproduced by permission of the Controller of HMSO and of the Office for National Statistics.

Student B

Describe the graph below to Student A.

Listen to your colleague describing this graph. Ask any questions you want.

Analyze each other's answer.

Was the structure clear?

Were all the trends described?

Was the appropriate language used?

Practice 2

Draw a line graph for use in a presentation. Choose any situation or subject, real or imagined.

For this data you can use the following link:

http://www.statistics.gov.uk/downloads/theme_economy/CT2011Q1.pdf

If possible draw the picture on an overhead transparency. Then present the graph as you would in a presentation. Your description should last no more than a minute.

If possible, construct a graph that makes comparisons possible. Use solid, dotted or broken lines (or colors) to make the picture clear.

I TRY task

Think of your professional or study situation. Prepare any pictures or visuals for use in a presentation.(to demonstrate: table (years / annual profit) pie chart (sales in USA, GB, Italy, Domestic Market) graph (company expenditures and customers/ products).

Prepare a description for each one.

Record your description without reading directly from your notes, though you may of course look at the pictures.

If you can, video record your presentation of the pictures. Treat the video camera as "one of the audience."

Later, if you video recorded your presentation, watch it first with the sound off. Consider the following:

- the appearance and design of the visual
- your body position in relation to 'the audience'
- any gestures, use of hands, etc.
- your maintaining eye contact.

Now either watch your video recording with the sound on or listen to the audio recording.

Consider the following:

- the clarity of your message
- the appropriateness of the words you used
- highlighting of the main facts
- the amount of detail - not too much.

Language List

Using visuals

Types of visual support

visual

film / video

picture / diagram

pie chart

- segment

chart / table

- row / column

graph / bar graph / line graph

- x axis or horizontal axis

- y axis or vertical axis

- left-hand / right-hand axis

lines (in a line graph)

- solid line

- dotted line

- broken line

Comparisons

This compares x with y

Let's compare the ...

Here you see a comparison between ...

Describing trends**Equipment**

(slide) projector

- diapositives (Am. Eng.)

- slides (Br. Eng.)

- computer tools

- laptop

- data projector

- monitor

- PowerPoint

- modem

- Internet download

- overhead projector (OHP)

- slide (Am. Eng.)

- transparency (Br. Eng.)

- flip chart

- whiteboard

- metaplan board

Introducing a visual

I'd like to show you ...

Have a look at this ...

This (graph) shows / represents ...

Here we can see ...

Let's look at this...

Here you see the trend in ...

In the bar chart/graph the vertical axis shows sales in millions of units. The horizontal axis represents time in months.

Sales reached a peak of 11.000 in November.

Our new sales campaign led to/resulted in an increase in profits last month.

We'll improve/recover/increase our market share.

We'll raise/maintain her salary.

If you look at the pie chart you can see that in spite of the fall in sales in France and Germany, we did quite well in the rest of Europe.

At the moment our new product is making an important contribution to our profits.

From July to October, sales figures fluctuated slightly then leveled off in November.

Describing the speed of change

a dramatic	increase / fall to increase / fall
a marked	
a significant	
a slight	

As you can see from the graph, there was a dramatic/sharp increase in June.

The rise continued but more gradually than in February.

Sales grew slowly, by 3 per cent.

There was a slight growth in inflation.

Things improved and there was a steady increase in the middle of the period.

We saw a steady improvement.

Our profits rose sharply.

We had a considerable decrease in our market share.

Then we saw sales falling rapidly in December, ending at 1,000 pieces once again.

April was a bad month with a sharp fall to 1,000 pieces.

Last year our profits fell slightly because of/due to difficult market conditions.

We have sold as many as/nearly 450 units.

We have sold only/barely 150 pieces.

Business Communication List

Using visual supports

Visuals must be:

- well prepared
- well chosen
- clear

Available media

Use media which suit the room and audience size.

- overhead projector (OH P)
- transparencies / OHTs / slides
- slide projector
- slides / diapositives
- video / computer graphics / flip chart / marker board
- computer / PowerPoint
- Internet

Use of visual aids

Combination of OHP and flip chart with markers often good.

First visual should give the title of talk.

Second should show structure of talk – main headings.

Keep text to minimum - never just read text from visuals.

Do not use too many visuals - guide is one visual per two minutes.

Use pauses - give audience time to comprehend picture.

Never show a visual until you want to talk about it.

Remove visual once finished talking about it.

Turn off equipment not in use.

Use of PowerPoint or similar software is a great presentations tool.

Always check the English in your visual supports.

Use of color

For slides, white writing on blue / green is good.

Use different colors if color improves clarity of message (e.g. pie charts).
pink are weak colors on white backgrounds.

Use of room and machinery

Check equipment in advance, especially
computer connections (e.g. data projector).

Check organization of room, equipment, seating, microphones, etc.

Use a pointer on the screen (not your hand).

Have a good supply of markers.

Check order of your slides / OHTs, etc.

You in relation to your audience

Decide appropriate level of formality, and dress accordingly.

Keep eye contact at least 80% of the time.

Use available space.

Move around, unless restricted by a podium.

Use gesture.

Self-Check

Describing trends

1. a) Match the phrases (1-6) with its opposite (a-f).

- | | |
|-----------------|-----------------------|
| 1 get better | a) a massive increase |
| 2 reach a peak | b) fluctuate |
| 3 fall | c) get worse |
| 4 an increase | d) reach a low point |
| 5 stay the same | e) rise |
| 6 a slight fall | f) a drop |

b) Fill in the table with the missing form. In some cases there is no noun form.

Verb	Noun
rise	a rise
go up	
increase	
fall	
drop	
decrease	
peak	
bottom out	
fluctuate	
be unchanged	
stay the same	

Visual tools

2. Complete the crossword.

1 and 2 Across A talk using visuals from a computer and a data projector (10, 12).

3 and 4 Across The full name for an OHP (8, 9).

5 Across Photographs that you show on a screen using a projector (6).

6 Down A film that you show on a TV monitor (5).

7 Down and 8 Across A board with a lot of large paper sheets fixed to it for writing on (4, 5).

9 Down and 10 Across A board that you can write on with felt pens and wipe off the writing easily (10).

11 Across A "see-through" acetate sheet that you can show using an OHP (12).

Describing visuals

Complete the text below, which is from a presentation on changes in the weather and effects on a coastline.

compare see look at shows clear trend

This picture (a)_____ the problem we have had in recent years. On the left you can (b)_____ the damage to the coast caused by high waters. The next two pictures (c)_____ the situation now with ten years ago. Now if we (d)_____ rainfall over a 100-year period, it's (e)_____ that there has been more rain. The (f)_____ is for more rain over the years.

Unit 6

Section 1 Business Basics

1. Warming-up. Comment on the following quotes.

“I think it's very important that whatever you're trying to make or sell, or teach has to be basically good. A bad product and you know what? You won't be here in ten years.”

Martha Stewart

“Customers today want the very most and the very best for the very least amount of money, and on the best terms. Only the individuals and companies that provide absolutely excellent products and services at absolutely excellent prices will survive.”

Brian Tracy

“Business is not just doing deals; business is having great products, doing great engineering, and providing tremendous service to customers. Finally, business is a cobweb of human relationships.”

Ross Perot

Section 2 Business Communication

Making your point clear

Vocabulary List

Business Communication Skills List

AIMS • Holding the audience's attention • Structure (2) The main body
• Listing information • Linking ideas • Sequencing

1 Holding the audience's attention

"First you say what you're going to say. Then you say it. Then you tell them what you've said."

"All acts of communication have a beginning, a middle and an end."

Suggest ways that you think a good speaker can hold the audience's attention.

1. Read the following passage and identify at least six recommendations about speaking technique which can help to make the message in a presentation clear.

You're Lost if You Lose your Audience

Clear objectives, clear plan, clear signals: the secrets of presentation success

Any presentation requires a clear strategy or plan to help you reach your objectives. The aim is not to spend twenty minutes talking non-stop and showing a lot of nice pictures. It is to convey a message that is worth hearing to an audience who wants to hear it.

However, how many speakers really hold an audience's attention? What is the secret for those who do? First, find out about the audience and what they need to know. Plan what you're going to say and say it clearly and concisely.

A good speaker uses various signals to help hold the audience's attention and make the information clear. One type of signal is to introduce a list with a phrase like "There are three things we have to consider. The speaker then says what the three things are and talks about each one at the required level of detail. For example: There are three types of price that we have to think about: economic price, market price and psychological price, let's look at each of these in more detail. First, economic price. This is based on production costs and the need to make a profit" ... and the speaker goes on to describe this type of price. After that, he goes on to talk about the market price and so on.

Another signaling technique is to give a link between parts of the presentation. Say where one part of the talk ends and another starts. For example, a well organized presentation usually contains different parts and progression from one part to the next must be clear, with phrases like: "That's all I want to say about the development of the product. Now let's turn to the actual marketing plan". This technique is very helpful to the audience, including those who are mainly interested in one part only.

Another type of signaling is sequencing of information. This usually follows a logical order, perhaps based on time. So a project may be described in terms of the background, the present situation and the future. Key words in sequencing information are first, then, next, after that, later, at the end, finally, etc.

Still another technique which helps to emphasize key points is careful repetition. Examples are: “As I've already said, there is no alternative but to increase production by 100 per cent” or “I'd like to emphasize the main benefit of the new design - it achieves twice as much power with half as much fuel”.

A final point concerns timing and quantity of information. Psychologists have suggested that concentration is reduced after about twenty minutes without a break or a change in activity.

Furthermore, audiences should not be overburdened with technical details or given too many facts to remember. It is claimed that to ask people to remember more than three things in a five minute talk is too much. Some say that seven is the maximum number of any length of presentation. Any such calculations are probably not very reliable, but every speaker needs to think about exactly how much information of a particular type a specific audience is likely to absorb and to plan accordingly.

2 Structure (2) The main body

1. Read the following text 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.

The main body of the presentation contains the details of the subject or themes described in the introduction. All the above techniques are especially useful in making the main body easily understood. They help the audience to follow the information and to remember it. They also help the speaker to keep to the planned structure and to know exactly what stage has been reached at all times during the presentation. Clear structure doesn't just help the audience! In many presentations the main body can be usefully divided into different parts. The main parts, each with a main heading, are referred to in the Introduction. 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:

Introduction	→	Main body of information	
First part		Second part	Third part
- a		- a	- a
- b		- b	- b
c		- c	
- d			

3 Listing information

1. Read the presentation which given a short summary of international strategies using listing techniques. Underline the words, which help to list the material. Discuss the text in class.

Speaker: Good morning, everyone. I'm going to give a brief summary of the transition from export marketing to global marketing. Basically, there are three phases in this transition. These are first export marketing, secondly international marketing and third, global marketing. Let's describe the first phase, which is export marketing.

Export marketing has four main characteristics. First, with export marketing there is home-based production and home-based management. Secondly, there is direct selling to the export markets. Next, it's common to use agents and distributors. Finally, it's possible that there are sales centers in overseas markets. Overall, the investment costs are low with export marketing because almost everything, especially production and management, is still centered on the home base.

Now let's look at the second phase, international marketing. Here I also identify four main characteristics. The first is that production has expanded to overseas markets. This is very important. Next, there is local management. This means you have local cost centers – individually responsible for making a profit. Finally, there is much more local employment of staff, and management. Altogether, this means there is more investment, so investment with international marketing is high.

Now we come to the third phase, which is global marketing. So, global marketing... Well, at least five main characteristics of the global marketing company. Most important is that the brand name – or brand names are international, like Kodak or Coca-Cola. Secondly, the brand names - and the business - is established in all major world markets. This means – and this is the third point – that the business has a 'global identity'. Next, the business has cost centres in all major markets. The fifth and final point, I think, is that the production is often complex, with parts made and transported all over the world between various centres. An example here is a laptop, where perhaps the chips, the circuit board, the case, the screen, the packaging, the documentation, are all made in different locations around the world. Maybe Taiwan, Hong Kong, Singapore, Japan, Brazil and Italy. The result is that the global marketing phase involves very high levels of investment.

That I think - I hope - is a good summary of the stages between export marketing and global marketing. Does anyone have any questions or need clarification on any point?

Practice 1

Here is an extract about Chinese company Senta. Use the information given below to make introduction of presentation about this company. Use listing techniques.

History

Founded in 1994, Senta Plastic Product Co., Ltd is a privately owned enterprise of plastic stationery, gifts and toys.

Specialises in

With more than 10 years' experience in plastic stationery manufacture, they supply an extensive range of quality plastic rulers, pencil cases, black/white boards and gifts. Their products are over 500 kinds.

This company strives to produce a wide range of merchandise, whilst maintaining good levels of quality and competitive price. own brands -SENTA and CHIRK for the stationery and gifts fields.

They can also produce according to our clients' designs. OEM/ODM is available. Most of their products are exported to Europe, America and Australia.

To see fully what they can offer for your business, you can contact the site <http://www.china-senta.com/english/about.asp>, browse on-line brochure and contact them for price information or you can send us your designs.

Range of products:

Office stationery	Premium toys
Pencil case series	Writing/Clip board
Sharpener series	Stationery set
Ruler series	New products
Begin as follows	

Good morning, everyone. I'm going to give a brief information about our company Senta, a leader in manufacturing plastic products.

Let me tell you first about...

Now let's move on....

4 Linking ideas

1. Read the part of the main body of a presentation on the company Smarterwork. Which points does the speaker talk about. Enumerate them. How the speaker links different parts of the presentation.

Speaker: OK, what is Smarterwork? Well, I think Internet magazine were able to sum up what we do very well. They said, 'Smarterwork does an excellent job of matching freelance professionals to organisations looking for particular skills.' For example, finding someone who can translate your instruction manuals into a foreign language. We've been around for 14 months. We have 60.000 users of the site, which means that we have people who have come to the site, have registered and are using the site, er, on what we call a regular basis.

There are 90 people in our company and I think that's interesting because I think people have an impression of online companies that it's just a site and there's one behind it. Smarterwork is very much the leader within the UK and now Europe in providing business services online. We've built a platform that will allow small companies to come on to the Internet, post their requirements and then meet an approved supplier to do that work in a sort of quality controlled environment.

OK I'll now move on to tell you about our two types of users. We have clients on one side and suppliers on the other. Our clients are typically small businesses like yourselves. Our suppliers have all been pre-screened. What this means is that if they want to work through the Smarterwork platform, they have to prove their ability.

All our suppliers have quality ratings, which have been given to them by other clients - again like yourselves. Now these suppliers could be in any part of the world, so it means that businesses like yourselves in the South of London can work with suppliers in India based on a quality rating. The great thing about the Internet is that it's a community bringing together clients and suppliers from all over the world.

RM: Right. The next thing I'd like to do is explain how it all works. Let's look at the chart. As you can see, it outlines the steps involved. Firstly, the client posts a project,

and we can help you with this. You post this project in an area in Smarterwork called 'My office'.

Then the suppliers visit the site and make bids and include their CV or company resume detailing the type of work they've done before.

After that the client evaluates the bids. I'd just like to highlight one of Smarterwork's USPs here. We provide account managers free of charge, a free service to help the client choose the supplier.

At the next stage, the client assigns the project to a supplier and then the client transfers the agreed fee to a secure holding account.

The client and supplier then develop the project. The work gets completed. The client is happy. Finally the client signs off the work and the money is paid to the supplier - and that's where Smarterwork makes their money, we take a commission.

2. Suggest other language that can be used to make links between different parts of a presentation.

Practice 2

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, German agricultural company Punkt Naturkost GmbH, which specializes in the trade and the processing of organic fruit products.

You have to give a presentation to colleagues explaining the company's decision to set a subsidiary in Ukraine, Southern region.

Important factors influencing the decision are:

- a) local employment conditions: well-trained workforce, experienced in agriculture segment
- b) local economic factors and market potential: strong growth in Ukraine economy, good location, access to European market
- c) good economic potential in the region, major shipping centre
- d) available subsidies, favorable tax environment: government wants inward investment.

Situation 2

You are a design consultant working for McKinsey & Company, a New York-based global management consulting firm. The company plans to build new offices for its Central European headquarters in Kyiv. There are three proposals for the design. Present an overview of each proposal to senior executives of the company.

- a) Ramboll Gruppen A/S, Virum, Denmark
 - \$4.0m
 - conventional air conditioning and heating system
 - Neo-classical design

b) CDI Engineering Solutions, Philadelphia, USA

- \$6.5m
- ultra-modern
- solar energy-based heating

c) HOCH TIEF AG, Essen, Germany

- \$6.0m
- 25% more office space
- low-running costs, conventional heating
- modern design
- exceptional energy conservation

5 Sequencing

1. Read a part of a presentation about a construction project in Budapest, Hungary. Number the stages in the project in the right order. Put out a call for bids for construction.

Speaker: Well, now I'd like to outline the main stages in the project. First of all we'll commission research to find out the best location for the plant. Next we'll go through the necessary purchasing procedure. When that's completed we'll begin technical consultation within the company to determine the exact requirements in the design. The next step will be to put out a call for tenders to firms of architects. Then we'll select the appropriate proposal. Having chosen a design, there'll be a period of intense consultation with the architects over the details. The next stage is to put out tenders for the construction of the plant. My guess is that it will take between twelve and eighteen months to reach that point and building won't commence for a further year after that

Stages:

Technical consultation to determine design needs.

Purchasing procedure.

Building.

Put out a request for proposals (RFP) to architects.

Select the best proposal.

Commission research to find best location for plant

Period of consultation with architects over details.

Product Life cycle

Practice 4

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

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

1. Reasons for decline in sales
 - poor investment in new products
 - old products losing appeal, not fashionable
 - declining marketing budget
2. Proposed action to reverse trend
 - drop half of existing product range
 - new product investment
 - new marketing strategy with heavy marketing investment
3. Prospects

I TRY task

Prepare a presentation on one of the following topics:

1) You are a project manager from a consulting company Barry & Co. You are to represent a strategic plan for one of the companies, which wants to enter a local market.

Points to cover:

- Importance of a strategic plan
- Its levels
- Types of plan
- Drawbacks of working without it

2) You are a manager from R&D department you are going to give a presentation on the development of a new revolutionary product such as:

Deep Green Underwater Kite

Swedish company Minesto's underwater kite resembles a child's toy as it swoops and dives in ocean currents. But since seawater is 800 times as dense as air, the small turbine attached to the kite — which is tethered to the ocean floor — can generate 800 times more energy than if it were in the sky. Minesto calls the technology Deep Green and says it can generate 500 kilowatts of power even in calm waters; the design could increase the market for tidal power by 80%, the company says. The first scale model will be unveiled next year off the coast of Northern Ireland.

Body Powered Devices

Everything we do generates power — about 1 watt per breath, 70 watts per step. This year, Michael McAlpine of Princeton University and colleagues figured out how to turn locomotion into power by embedding piezoelectric crystals into a flexible, biocompatible rubberlike material that, when bent, allows the crystals to produce energy. Put the crystals in shoes, say, or implant them directly into the body and they could produce enough power to charge personal electronics or internal medical devices. Elsewhere, telecommunications provider Orange introduced a prototype of Orange Power Wellies — rubber boots that convert heat into current. Campers at Britain's Glastonbury Festival were the first to demo the footwear. (With the current model, it takes 12 hours of walking to charge a cell phone for an hour.) Of course, if you

assemble enough people in a tight space, they don't even need to move to generate energy: in Paris, engineers have captured the warmth generated by bodies on the Métro subway to heat a public-housing project on Rue Beaubourg. By 2011, the Métro heating system will cut carbon dioxide emissions from the housing project's heating system by a third.

The English-Teaching Robot

Call it the job terminator. South Korea, which employs some 30,000 foreigners to teach English, has plans for a new addition to its language classrooms: the English-speaking robot. Students in a few schools started learning English from the robo-teachers late last year; by the end of this year, the government hopes to have them in 18 more schools. The brightly colored, squat androids are part of an effort to keep South Korean students competitive in English. Not surprisingly, the proposal has worried a few human teachers — and with good reason. Experts say the bots could eventually phase out flesh-and-blood foreign English teachers altogether.

Say about:

Demand for this product

- Its main features and advantages

- Its price

• Think about having a clear introduction (see Unit 4) and a clear structure.

• Include visual aids (see Unit 5) if you like.

• Use the Internet to search for necessary materials and to collect the data.

Give the presentation to your teacher and / or groupmates.

6 Structure (3) The end

AIMS • Structure (3) The end • Summarizing and concluding • Questions and discussion

1. What does the end of a presentation contain? Tick the correct parts.

• recommendations

• introduction

• summary

• conclusion

• explanation

• product information

• questions

• visual aids

• discussion

• thanks.

2. What is the difference, if any, between a summary and a conclusion?

Here is explanation for you.

- **Summaries** restate what has already been said. Remember the maxim: 'In a presentation, say what you are going to say, say it, then tell them you've said it.' Some are like this, but not all.

- **A conclusion** is different: it often contains a message which grows out of the information described in the main body of the talk.

It may contain lessons learnt, recommendations, next steps.

3. a) Comment on the different approaches used by the two speakers:

- "So, I think that's all. Now, any questions?"

- "Well that concludes my talk, now we can move to the discussion. If anyone has any comments or points to raise..."

b) Can you suggest reasons for the different endings?

4. 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 CEO's statement on corporate policy.
- A politician's speech on transportation 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.

7 Summarizing and concluding

1. Read to the end of a presentation by Ben Seznec, Marketing Director of Foss, an agricultural machinery manufacturer. His talk is about company valuation. What is his key message? Is this a summary or a conclusion or is it both? Explain your answer.

Speaker: So, that brings me to almost the end of my talk. I'd like to end with a short restatement of the main point. The key issue, the key understanding is that it is ... in valuing a company's assets, perhaps the key thing these days is the value of brand names. Most acquisitions are in effect attempts to take over brand names. Traditional valuation, based on tangible assets, is no longer sufficient.

So, what are the lessons that we can learn from this? I think most importantly, we have to build up the power of our brand names. We have to establish greater brand identity. This requires a radical approach to marketing, making our brand name the focus of all our efforts. This policy will best boost the company's assets. Thank you everyone for listening.

2. Read again and complete the following phrases.

a) "I'd like to ___ with a short of the ___."

b) "So, what are that can ___ from this?"

I think most importantly, we ___ build up ..."

Go to tip to find out how to minimize oral miscommunication among intercultural audiences. Discuss it with class.

8 Questions and discussion

1. Read about two different ways of ending the same sales presentation by Phill Goldberg about an automatic checkout system for smart stores from American Security spol. s.v.o. , the STORO. Decide if they:

- invite the audience to ask questions
- are a lead-in to a discussion
- invite the audience to ask questions and have a discussion
- request comments.

Example 1

So, I've described how the system works. Now, any questions?

Example 2

I think that covers the main points I wanted to tell you about ... thank you for letting me talk about the Storo System. So ... now ... I'd like to invite you to tell me about the needs that you have ... to suggest any specific qualities you need in a warehousing system ... and at the same time, if there is anything you are not clear about, please ask ... if anything needs clarification.

Example 1

A: So, you can see this is just the kind of insurance you need. Anything you need, we think this policy can do it. Any questions? ... So, no questions? Right, thanks for listening.

Example 2

B: That's it then. A totally integrated networked system ... the best. Now if you've any questions ... I'll be pleased to try to answer them.

C: Yes, I'd like to know ... Is the programming of the computer especially complicated? Can the user make changes easily?

Example 3

D: Now, having told you about the qualities of the machine, I'd like to hear more about how you think a packaging system needs to work to meet your specific situation. Perhaps you could comment on special needs you will have, specially important requirements for effective packing, labeling, special needs ... that sort of thing ...

E: Well, I think the sort of thing we need most ... our most important thing here is flexibility. Our packaging changes a lot ...

2. Suggest alternative endings for the presentation you have just read.

3. Read three examples of possible endings to other sales presentations.

Match each one to the comments below.

- a) A hard sell approach, mainly interested in selling the product.
- b) Weak, as if the speaker lacks confidence.
- c) Customer-friendly, wants to help the customer.

4. Read the following 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 ends his talk with the 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 the 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 ensure immediate audience response. Giving an instruction is often useful 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 ways 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:

"Okay! 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 a question 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.

5. 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?

Penny Yates is talking about the difficulties that can arise in dealing with questions after a presentation. After reading, check any of the following pieces of advice that she gives.

- Be polite.
- Listen very carefully.
- Ask for repetition or clarification.
- Keep calm.

- Tell the truth (most of the time!).
- Don't say anything you'll regret later.
- Check understanding if necessary by paraphrasing.
- Agree partially before giving own opinion: Yes, but...

Interviewer: So, tell me what you think is the best way to handle questions after a presentation.

Penny: It's very important to listen very carefully. That's the first thing. Listen. It can be useful to repeat or paraphrase the question, you can check it that way, so you repeat the point the questioner makes. That can help you, it gives you time to think. You must always give yourself time. Also, always ask for clarification if necessary.

Interviewer: What about the answer you give?

Penny: Well, tell the truth - most of the time!

6. A Conference on Land Development in South America included presentations on Financial Support for Business. Read four extracts of different speakers' handling of questions and discussion. Which extracts are examples of good (✓) or bad (X) technique. Give reasons for your answers. Discuss it with your partner.

Extract 1

I didn't get that - or if I did - I can't agree. You're not serious are you? Look, I've been studying this problem for years and I know what I'm talking about. □

Extract 2

... And that I think is the real reason for the success of this type of development. Now, if anyone would like to ask a question, I'll be pleased to answer ... yes ... the gentleman here. □

Extract 3

Yes ... right, I got your question, but I can't answer it. I've no idea. You'd better ask someone else. □

Extract 4

Yes, I think I follow you. Are you saying that there used to be more government support, but now this is more difficult? Yes ... that's true, but there's something else to say about government grants ... these are often not widely publicised, not everyone knows what is available ... there may be tax advantages ... □

Practice 1

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 your presentation, move to comments / discussion / questions.
2. A member of the audience suggests that you said that many small retail outlets, small stores, 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: "/... / understand that a report showed that 700 new soft drinks came out in Japan in 1990 and one year later 90% had failed. That's a pretty amazing figure ..." Paraphrasing this, ask if in the U.S. 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?

Practice 2

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 detail 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 colleagues 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.

Project 1

Marketing your own region

A. Work in groups of three or four.

1. Stake a list of five or more regions or countries that are in competition with yours. Design a questionnaire about the region and its competitors and then conduct interviews with consumers (i.e. potential visitors). Ask people to rate each destination for its qualities on a scale 1 to 10 (or 1 to 5 — if you prefer):

- good value for money
- beautiful scenery
- good entertainment
- good facilities
- friendliness culture
- peace and quiet
- easy to get to
- wilderness
- health and sport
- uniqueness
- hospitality

And also ask them to describe each place in one sentence like this:

‘When I think of..... I think of.....’

(e.g. ‘When I think of Georgia, I think of sunny weather and a mountainous landscape.’)

2. When your group has designed its questionnaire, each member of the group should stand up and go round the class finding members of the public' (from other groups) to interne'. Ask each of them the questions in your questionnaire. (If

possible, this should be continued out of class, with the questions translated into Your own language if necessary.)

3. Report back to your group. Make a simple table using the information you have collected.

4. Each group reports its results to the whole class. Make notes on the important points made by the other groups. Ask questions on any points they haven't made clear.

5. Work in groups. Each group should consist of one member of each of the original groups. Decide together:

- Who are your (potential) customers?
- What are the main 'features and benefits' of your product?
- What are the main 'features and benefits' of the competition?
- What is the 'unique selling proposition' that makes your product special?
- How can you inform customers about your product?
- What positive points about your region should you stress?

What misconceptions about your product should you try to correct? For example, if people think your region is 'flat and boring' or 'hot and dangerous', how can you persuade them they're wrong?

6. Work as a whole class or in two large groups. Devise a marketing strategy for your product. How can you improve your product's image and promote it to the customers?

7. Think of a good slogan for your product. If you had to choose one photo to illustrate the product, what would it show? Write a short text for an advertisement in an English language newspaper or magazine.

B. Work in groups. Discuss these questions about the activity in A:

- What important processes were missing from the activity?
- Which of the processes really require specialist skills from outside agencies of consultants?
- What are the differences between marketing a region and marketing an industrial product (a consumer product, a service)?
- 'Marketing is just sales with a college education' — to what extent do you agree?

Project 2

A. Work in pairs or groups. Be prepared to give an oral report about an interview with the owner of a local business. Plan carefully in advance for your interview. Ask the business owner questions such as these:

Why did you choose to go into this particular kind of business?

What risks do you take in operating your own business?

What methods do you use to compete with similar businesses for customers?

What training and experience should a person have before attempting to start his or her own business.

B. Franchise businesses are particularly common in the motel, restaurant, and prepared food fields. List the names of four or five other franchise businesses in your area and describe the product or services provided by each.

Vocabulary List

Structure (2) The main body

Signaling different parts in a presentation:

Ending the introduction

So that concludes the introduction.

That's all for the introduction.

Beginning the main body

Now let's move to the first part of my talk, which is about...

So, first ... To begin with ...

Listing

There are three things to consider. First ...

Second ... Third ...

There are two kinds of The first is ... The second is ...

We can see four advantages and two disadvantages. First, advantages.

One is ... Another is ... A third advantage is ...

Finally ...

On the other hand, the two disadvantages. First ... Second ...

Linking: Ending parts within the main body

That completes / concludes ...

That's all (I want to say for now) on ...

Linking: Beginning a new part

Let's move to (the next part which is) ...

So now we come to ...

Now I want to describe ...

Sequencing

There are (seven) different stages to the process

First / then / next / after that / then (x) I

after x there's y, last...

There are two steps involved.

The first step is The second step is ...

There are four stages to the project.

At the beginning, later, then, finally ...

I'll describe the development of the idea.

First the background, then the present situation, and then the prospects for the future.

The end of the presentation

Ending the main body of the presentation

Okay, that ends (the third part of) my talk.

That's all I want to say for now on ...

Beginning the summary and/or conclusion

I'd like to end by emphasizing the main point(s).

I'd like to end with ...

- a summary of the main points.
- some observations based on what I've said.
- some conclusions / recommendations.
- a brief conclusion.

Concluding

There are two conclusions / recommendations.

What we need is ...

I think we have to ...

I think we have seen that we should ...

Inviting questions and/or introducing discussion

That concludes (the formal part of) my talk.

(Thanks for listening) ... Now I'd like to invite your comments.

Now we have (half an hour) for questions and discussion.

Alright. Now, any questions or comments?

So, now I'd be very interested to hear your comments.

Handling questions

Understood but difficult or impossible to answer

There's a difficult question to answer in a few words.

- It could be ...
- In my experience ...
- I would say ...
- I don't think I'm the right person to answer that. Perhaps (Mr. Holmes) can help

...

- I don't have much experience in that field ...

Understood but irrelevant or impossible to answer in the time available

I'm afraid that's outside the scope of my talk / this session.

If I were you I'd discuss that with

I'll have to come to that later, perhaps during the break since we're running out of time.

Not understood

Sorry, I'm not sure I've understood. Could you repeat?

Are you asking if ... ?

Do you mean ... ?

I didn't catch (the last part of) your question.

If I have understood you correctly, you mean ... ? Is that right?

Checking that your answer is sufficient

Does that answer your question?

Business Communication Skills List

Structure (2) The main body

Organization of presentation

- Logical progression of ideas and/or parts of presentation.

- Clear development.
- Sequential description of processes.
- Chronological order of events, i.e. background —present —future.

Topic

Main parts

Sections

Subsections

Internal structure of the main body of a complex presentation

- Use listing techniques.
- Link different parts.
- Use sequencing language.

Signaling the structure ...

- makes the organization of the talk clear
- helps the audience to follow
- helps you to follow the development of your talk.

Structure (3) Ending the presentation

A summary

- Restates main point(s).
- Restates what the audience must understand and remember.
- Contains no new information.
 - Is short.

A conclusion

- States the logical consequences of what has been said.
- Often contains recommendations.
- May contain new and important information.
- Is short.

Questions

- Inviting questions implies that the audience is less expert than the speaker.
- Beware of the "nightmare scenario" – total silence! Have one or two prepared questions to ask the audience.
- Keep control of the meeting.

Discussion

- Inviting discussion gives the impression that the audience has useful experience, so is often more diplomatic.
- You still need to control the discussion.

Inviting discussion and questions

- Often the best solution.
- Keep control, limit long contributions, watch the time.

Handling questions

- Listen very carefully.
- Ask for repetition or clarification if necessary.
- Paraphrase the question to check you understand it.
- Give yourself time to think - perhaps by paraphrasing the question.

- Check that the question is relevant. If not, don't answer if you don't want to.
- Refer questioner to another person if you can't answer.
- Suggest you'll answer a question later if you prefer.
- Check that the questioner is happy with your answer: eye contact and a pause is often sufficient.
- Keep control.
- Don't allow one or two people to dominate.
- Be polite.
- Signal when time is running out
 - "Time for one last question."
 - At the end, thank the audience.

Finally

- Refer to next contact or invite future contact.
- Refer to documentation, handouts or other information.
- Invite further comments or questions via email.
- Say goodbye and thank

Self-Check

Signaling the different parts of the presentation

1. Match the word or phrase on the left with a word or phrase on the right that has a similar meaning.

- | | |
|-------------------------|-----------------------------------|
| 1 First ... | a) Now we come to ... |
| 2 Then ... | b) I've finished talking about... |
| 3 Finally... | c) To begin with ... |
| 4 That's all on ... | d) After that... |
| 5 Now let's turn to ... | e) Lastly ... |

Listing and sequencing

2. Complete the examples of listing below.

three	first	last	second
-------	-------	------	--------

There are (a) _____ things to talk about. The (b) _____ is design.
The (c) _____ is quality. Then the (d) _____ one is communication.

then	one	third	another	several
------	-----	-------	---------	---------

I think there're (e) _____ problems to address, (f) _____ is competition.
(g) _____ is customer needs, (h) _____ the (i) _____ issue is marketing.

first	final	third	fourth	five
-------	-------	-------	--------	------

Now I'm going to show you (j) _____ examples. Number one from India.
Two, from South America and the (k) _____ from North Africa. The (l) _____
example is from Australia and the (m) _____ one is from Russia.
Okay, (n) _____ example. India. Here you can see ..

Linking

3. a) *Complete the phrases below to link parts of a talk.*

1 That's the introduction. Let's 1 _____ now at the first part.

2 That's _____ on the theory. Now we c _____ to the practice.

3 Now that I've e the background. I' _____ look next at the present situation.

4 A _____ this then, we can't _____ to the next part. This is about money.

5 So that's the e of the main part of my talk. I'd like to m _____ on to the conclusion.

6 I've f _____ talking about the home market. N _____ I'd like to g _____ on to talk about the overseas market.

b) *Insert the words from the box into blank spaces.*

thank you	going to talk	the first thing I'd like to say	second
-----------	---------------	---------------------------------	--------

Speaker: Good morning, everyone, and _____ for asking me to make this presentation. I'm _____ about the new personal equipment of Lime Computers, and the Newdon Message Pad in particular. _____ about the Newdon Message Pad is that it's as easy to use as pencil and paper. It doesn't have a keyboard like a computer, you simply write on the screen with a pen. The Newdon reads your handwriting and changes it into typed text. And it recognizes pictures as well, so you can draw maps and diagrams, for example.

_____, the Newdon Message Pad is very personal. It learns about you — your daily programme, your meetings, your friends. It helps you organize your life, like a personal assistant. _____, if you write on the Message Pad 'lunch with John, Tuesday', it'll find the information about 'John' in the Name file. Then it'll write the lunch appointment in the Date Book for the next Tuesday, at the time you usually have lunch.

_____, the Newdon helps you communicate. _____, if you want to phone John about the lunch appointment, it'll dial his phone number for you. If you prefer to send John a fax, with a map of the restaurant, then you can do that too, using a standard telephone line, or you can connect your location to a printer and send John a printed letter. Your Newdon can also communicate with other computers by electronic mail.

_____, I _____ that gives you some idea of the ways you can communicate with other people using the Newdon. But there are hundreds of other things you can do with your Newdon, using the different software applications on the market. And of course, a company can produce its own software and use the Newdon to do particular jobs in that company. _____ the Newdon Message Pad really is the beginning of a new age in telecommunications and personal computing...

Introducing a summary or a conclusion

4. *Choose the correct word.*

1. That ends / brings / leaves the main part. Now we meet / I come to / I can do the conclusion.

2. That's really all I wanted / I can / I think / to say. I'd like to recommend / I summarize / I conclude the three things I have described.

3. Can I finish / recommend / suggest now with some recommendations?

4. To conclude, I'd like to speak / tell / say what I think is the most important thing.

Summarizing, concluding and recommending

5. *Change the two paragraphs below with words from the boxes.*

end	main	like	conclusion	information	resources	concludes
summarize	first	then	described	said	conclusion	

Okay, I think that is the (a) _____ of the (b) _____ part of my talk.

I'd now (c) _____ to say a few words in (d) _____. What we have to remember is the importance of good research. In order to get good (e) _____ we must provide enough (f) _____, so I would like to ask for more people and more money. It's as simple as that. Money and people are the vital resources we need. That's all.

That (g) _____ what I want to say so can I (h) _____ the main points? (i) _____ I talked about the objectives of the Calypso project (j) _____ I (k) _____ the problems, essentially the lack of resources and the time difficulties we had. We also had personnel problems. Finally I (l) _____ that during this time, our competitors have introduced new products. In (m) _____, therefore, it is now extremely important to launch a new Calypso product during the current year. Thanks.

Introducing questions and discussion

6. *Make correct phrases by matching the verb on the left to the correct words on the right.*

- | | |
|--------------|---------------------|
| 1. conclude | a) your views |
| 2. hear | b) my talk |
| 3. have time | c) some comments |
| 4. make | d) a question |
| 5. ask | e) for a discussion |

Presentation technique: a self-check

Mark the following statements on a scale of 1 to 5:

1 = 'I agree entirely' 2 = 'I usually agree' 3 = 'I have no opinion / I'm not sure'

4 = 'I usually disagree' 5 = 'I disagree entirely'

a) Speakers giving a presentation should always stand up.	1	2	3	4	5
b) Speakers should not move around if there is a podium.	1	2	3	4	5
c) Speakers should not move around at all.	1	2	3	4	5
d) Men giving formal presentations should always wear a tie.	1	2	3	4	5
e) You should never look at the audience - it frightens them.	1	2	3	4	5
f) Tell personal anecdotes about your family and friends to get (the audience's) attention.	1	2	3	4	5
g) You should always check with the organisers that all the equipment works	1	2	3	4	5
h) When showing overhead transparencies you should always point at the screen, not at the transparency.	1	2	3	4	5
i) When using transparencies, use cards to cover up any parts that you do not want the audience to see.	1	2	3	4	5
j) Reading from a script is okay.	1	2	3	4	5
k) Using notes is fine.	1	2	3	4	5
l) You can tell jokes and relax your audience.	1	2	3	4	5
m) Seeing yourself on video can reveal irritating habits like shaking money in your pocket.	1	2	3	4	5
n) Putting both hands in your pockets is wrong but one hand is okay.	1	2	3	4	5
o) Speakers often feel more nervous than they look.	1	2	3	4	5
p) A good presentation is a performance - you need to be an actor.	1	2	3	4	5
q) If you are running out of time, speak more quickly.	1	2	3	4	5
r) You don't need to think about technique if you use PowerPoint.	1	2	3	4	5

Discuss the implications of the questions and your answers with colleagues.

Навчальне видання

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Укладач: **Матвєєва Катерина Сергіївна**

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