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Волгоградский государственный архитектурно-строительный университет

Т. А. Моисеева, Н. С. Максимова

SUCCESSFUL PRESENTATION

Учебное пособие

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UNIT 1

PRESENTATIONS: PREPARATION AND INTRODUCTION

I. Answer the questions.

1. Have you ever given a presentation?
2. What type was it?
3. What was difficult for you?
4. In your experience, what makes a good/bad presentation?

II. 1. Read text A. Mark the types of presentations you have given or attended.

A. Types of presentation

Melanie Kray is an expert in giving presentations. Here, she gives some examples of different presentations and some brief reasons why they might be used:

- **press conference:** two CEOs (chief executives officers) telling journalists (newspaper writers) why their two companies have merged (two companies become one).
- **briefing:** a senior police officer gives information to other officers about a police operation they are about to undertake.
- **demonstration:** the head of research and development shows non-technical colleagues how a new machine works.
- **product launch:** a car company announces a new model.
- **lecture:** a university professor communicates information about economics to 300 students in a class.
- **talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.
- **seminar:** a financial adviser gives advice about investments to a small group of eight people.
- **workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practice.

2. Read text B. Choose three most important tips from your point of view.

B. Dos and don'ts: preparation

Here are some tips for a stand-up presentation (one person standing in front of an audience talking).

- a. Find out about the audience: how many people there will be, who they are, why they will be there, and how much they know about the subject.
- b. Find out about the venue and the facilities: the room, the seating plan, the equipment, etc.
- c. Plan the content and structure of the presentation, but don't write the complete text of the presentation.
- d. Write notes on sheets of paper not on cards.
- e. Try to memorize the first five sentences of your talk.
- f. Prepare visual aids: pictures, diagrams, etc.
- g. Rehearse your presentation (practice again and again before you give the presentation it so that and you don't mispronounce words and become very familiar with the topic) in front of friends or colleagues.
- h. Introduce yourself and your subject:

My name's Anne-Marie Duval and I work for Gem Consultants. My talk is called 'Consultancy Skills for the 21st Century'.

- i. Outline what you're going to talk about: describe the different sections of your talk:

There are three main skill areas I want to talk about today.

- j. Say whether people should ask questions during the talk, or at the end:

If you have any questions, I'll be very happy to answer them at the end of the session.

3. Look through the presentation structure and read text C.

PRESENTATION STRUCTURE

- 1 Introduce yourself.

- 2 Give the topic and length of presentation.
- 3 Explain how the presentation is organized.
 - i First topic X.
 - ii Then topic Y.
 - iii Finally topic Z.
 - iv Tell audience when to ask questions.

4 Do it

- i Talk about topic X.
- ii Summarize topic X.
- iii Introduce topic Y.
- iv Talk about topic Y, etc.

5 Summarize the main points of the whole presentation.

6 Conclude and questions.

C. Good morning. I'd like to begin by introducing myself. My name is Tim Jackson and I'm the Creative Director of St Matthew's Advertising Agency.

I'm going to talk for about 30 minutes about how we can boost your sales figures with a new up-to-date dynamic ad campaign.

In the first part of my talk, I will focus on the trends in TV advertising over the last five years. I will then examine why some of these ads have been more successful than others and how this relates to you. Finally, I will present our recommendations. If you have any questions, please save them for the end when I'll be happy to discuss our ideas with you.

As you can see from my slide the least persuasive types of ads last year were those that used Company Directors or famous people to endorse products. This leads me to the most important part of my talk, our recommendations and the kind of advertising campaign we think will bring you significant results.

So let's go over the most important points I would like you to remember from my talk today. For an effective ad campaign you need to be original and to entertain... Well, that brings me to the end of my talk. Thank you very much for listening.

Now does anyone have any questions?

III. Tasks

1. Decide which of the alternatives (A—F) each speaker is talking about. You may have to use an alternative more than once.

A. press conference **B.** product launch **C.** workshop
D. demonstration **E.** briefing **F.** lecture

1. 'Professor Gillian Beer will give a paper entitled "Business Models for the 21 century'
2. 'We'll invite journalists from all the national papers and the top financial magazines.'
3. 'After Terry's speech, we'll uncover the new saloon version and the sports convertible.'
4. 'Now, team, this will be a major project so we thought we'd give you the background.'
5. 'In the next exercise, you can all practice the presentation skills we've talked about.'
6. 'This is the new accounting software I'm going to show you. Can you all see the screen?'
7. 'This is our new range of laptops. They will go on sale throughout Europe from August.'

2. Write one word in the gap to complete each sentence. The first two or three letters of each answer are given.

1. I have planned the **str**_____ of my talk.
2. First I will **in**_____ myself.
3. Then I will **out**_____ what I'm going to talk about.
4. After I've given the presentation, I will invite people to ask **qu**_____.

3. Match the presentation types in 'A' to the things (1—8) that people say in

them.

1. As you can see, this prototype is far in advance of anything we've done before.
2. Here are some typical patterns for demand and supply in the widget industry.
3. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
4. Now is the right time to get out of company shares and invest in property.
5. The combined resources of our two organizations will allow us to achieve great things.
6. The first postage stamp in the world was the Penny Black in 1840.
7. The parachutists will come in at 08:30 and land in two waves, here and here.
8. The X300 has the most advanced features of any car in its class.

4. Here are reasons for the advice in B. Match (1—10) to a piece of advice (a—j).

1. If you drop the cards on the floor you're in trouble.
2. It could sound monotonous and boring if you speak from a complete, prepared text.
3. It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
4. It will help you to keep control, and avoid people interrupting if you don't want them to.
5. It will help your audience follow the logic of what you're going to say.
6. It will make you feel more at ease at the beginning, when you may be nervous.
7. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
8. They add visual interest, provide you with support and help the audience follow you.
9. You can ask for changes in the seating plan if necessary.
10. They will be able to tell you if anything is unclear before the presentation.

5. Put a circle around the letter, A, B or C, of the word you choose and fill in the blanks.

'I am very worried about next week. I am doing a 1) _____ presentation about our new advertising campaign. There will be about 30 people in the 2) _____, mainly regional sales managers. The 3) _____ is a big hotel in London. They have excellent 4) _____ so I don't have to worry about that. I've prepared the 5) _____ of my talk but I'm still working on my visual (6) _____ I've tried to (7) _____ the main parts of my talk so I won't have to read from my notes. On Friday, I'm going to (8) _____ the whole thing in front of a few friends from the department.'

- | | | |
|------------------|--------------|---------------|
| 1. A. stand-up | B. sit-down | C. stand-down |
| 2. A. viewing | B. crowd | C. audience |
| 3. A. position | B. venue | C. placing |
| 4. A. facilities | B. faculties | C. functions |
| 5. A. output | B. content | C. object |
| 6. A. helps | B. aids | C. supports |
| 7. A. memories | B. memory | C. memorize |
| 8. A. rehearse | B. react | C. replay |

6. Fill in the gaps in the expressions below (text C):

1 Begin:

Let me _____ myself. I'm Tim Jackson and I'm ...

2 Introduce topic:

I'm _____ about how we can boost your sales figures.

3 Explain organization of talk:

In _____, I will focus on the trends in TV advertising... Finally, _____ our recommendations. If you _____, please save

them for the end.

4 Refer to visual aids:

As _____ the least persuasive types of ads last year...

5 Move on to a new topic:

...endorse products. This _____ to the most important part of my talk, our recommendations.

6 Recap (summarize):

So _____ the most important points I would like you to remember from my talk today...

7 Wrap up (conclude):

Well, that _____ of my talk. _____ for listening. Now _____ questions?

7. Match the typical expressions (1-16) used in presentations with the appropriate heading (a-g).

- a. Outlining the different stages of the presentation
- b. Introducing first section
- c. Referring to visual aids
- d. Moving from one topic to another
- e. Recapping / summarizing
- f. Closing
- g. Inviting audience to speak

- 1. Another area for consideration is ...
- 2. As you can see from this graph ...
- 3. Finally, I'll outline ...
- 4. Firstly, we're going to be ...
- 5. I would like to start by ...
- 6. If we take a look at this slide ...
- 7. Let me begin by ...

8. Let me briefly take you through what we'll be looking at today ...
10. Now does anyone have any questions?
11. Now let's take a look at ...
12. So what have we looked at so far? Well ...
13. Thank you for listening so patiently.
14. Then we'll take a look at ...
15. Turning to ...
16. Well, that's just about it.

UNIT 2

PRESENTATIONS : MAIN PART

I. Read tips A – D.

A. Dos and don'ts: timing

Melanie Kray is giving more advice about presentations.

- a. Start on time. Don't wait for latecomers.
- b. Plan how long you're going to spend on each point and keep to these timings.
- c. Don't labour a particular point (spend too long on something).
- d. Don't digress (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind.
- e. Finish on time. Don't run over. It looks bad if you don't have time to finish all your points and answer questions.

B. Dos and don'ts: voice

- f. Project your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand.
- g. Use a microphone if you need one. Don't hold it too close to your mouth.
- h. Whether using a microphone or not, speak in a natural tone of voice. Don't speak in a monotone (on the same level all the time). Vary the pitch (level) of your voice.

C. Rapport with the audience

Experts say that you can gain the audience's attention in a presentation by:

- a. telling an anecdote (a story, perhaps a personal one).
- b. mentioning a really surprising fact or statistic.
- c. stating a problem.
- d. asking a question.

Of course, it is important to respect the cultural expectations of your audience.

D. Key phrases: main part

Anne-Marie continues her presentation:

'OK. To begin, let's look at the first type of skills that consultants need: technical skills. Of course, related to technical skills is a good general knowledge of management subjects---

But I'm digressing: let's get back to the technical skills themselves--- That's all I have time for on technical skills.

Let's move on to the second area: interpersonal skills. As you can see on this transparency, there are two key areas in relation to interpersonal skills--- I think that covers everything on interpersonal skills.

Time is moving on, so let's turn to the third area: people management issues.'

II. Tasks

1. Melanie recently went to a presentation where the speaker did not follow her advice. Match each of Melanie's thoughts (1 – 7) to the points (a – h) in 'Dos and Don'ts: Timing' and 'Dos and Don'ts: Voice'.

1. Why is he yelling like that? The room's not that big!
2. He's already said that three times.
3. I know there are people who want to ask questions, and there won't be time.
4. He's really droning on: there's no life in his voice and everyone's asleep.
5. The sound of his breath in the microphone is really annoying.
6. I don't see what this has got to do with what he's trying to say.
7. Get on with it! If people turn up late, that's their problem.

2. Look at 'Key Phrases: Main Point' and correct the mistakes in these

sentences.

1. OK. For begin, let we look for the most basic product in our range.
2. Of course, related with product specifications of our basic model is the issue of product performance.
3. But I'm a digression: let's get back on the product specifications themselves.
4. That's all I'm having time for on product specifications. Let's moving on to our mid-range model.
5. As you can be seeing on this transparency, there are two key features I want to talk about in relative to our mid-range model.
6. I think that covers up everything on our mid-range model.
7. Time is moved on, so let's turn up to our top-of-the-range product.

3. Choose the best word to fill each gap from the alternatives given below.

Put a circle around the letter, A, B or C, of the word you choose.

“Here is some advice for making a presentation. People want to hear you, so (1) _____ your voice to the back of the room. If you are using a (2) _____ make sure you know how to turn it on. Speak in a natural (3) _____ and not too quickly. Don't speak in a monotone – vary the (4) _____ of your voice. Try to gain your audience's (5) _____ from the beginning. Start with an interesting (6) _____. In the main part of your talk, use some surprising (7) _____. And don't forget to leave time for participants to ask (8) _____.”

1. A. shout B. project C. pass
2. A. microphone B. microscope C. microlight

- | | | |
|-------------------|--------------|--------------|
| 3. A. tone | B. sound | C. note |
| 4. A. court | B. pitch | C. field |
| 5. A. digression | B. objective | C. attention |
| 6. A. anecdote | B. antidote | C. antelope |
| 7. A. truths | B. facts | C. words |
| 8. A. discussions | B. practices | C. Questions |

UNIT 3

PRESENTATIONS : CLOSING AND QUESTIONS

I. Answer the questions

1. How is body language used in presentation in our country?
2. Which gestures are acceptable and which are not?
3. What are the advantages and disadvantages of using different types of equipment?

II. Read texts A – C.

A. Dos and don'ts: body language

Melanie gives these tips on body language.

- a. Make eye contact: look at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- b. Don't speak to the equipment or the screen: face the audience at all times.
- c. Smiling is fine at appropriate moments, but not too much.
- d. Use gesture (hand movements) to emphasize key points.
- e. Stay more or less in one place: don't move around too much.
- f. Avoid mannerisms (ways of moving and speaking which you do repeatedly without realizing).

B. Visual aids

Melanie sometimes uses these visual aids when giving presentations:

screen, projector, overhead projector (OHP), computer screen, whiteboard,

blackboard, handouts, slides, charts, multimedia

C. Key phrases: closing and dealing with questions

Anne-Marie is bringing her presentation to a close:

“Let me **sum up**. **Firstly**, we looked at technical skills, secondly, at management skills and **last, but by no means least**, at interpersonal skills. **In my view**, the secret for success in the future is going to be interpersonal skills. **That brings me to the end** of my presentation. **Are there any questions?**”

Here are some phrases which can be useful when answering questions:

- a. **That's fair point**. I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.
- b. **That's confidential**. I'm afraid I'm not at liberty to tell you.
- c. **That's not really my field**. But I can put you in touch with someone in my organization who is working on Internet applications.
- d. **The questioner would like to know** what sort of background the people we recruit usually have. Is that right?
- e. **Well, I think that goes beyond the scope of today's presentation**. Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.
- f. **I'm afraid we've run out of time**. But if you'd like to come and discuss that with me now, I'll try and give you an answer.

If a member of the audience didn't hear a question, they might say:

“**Sorry, I didn't catch the question** - could you repeat what the questioner said?”

Anne-Marie ends the presentation by saying:

“**I think that's a good place to stop. Thank you for listening.**”

III. Tasks

1. Which words from A and B could the underlined words refer to? In some cases there is more than one possible answer.

1. But don't overdo it. It can seem insincere (not real).

2. Again, don't overdo it. Look round at everybody in the room.
3. Don't let these dominate the presentation. People have come to see you, not the equipment.
4. Do not use continuous text on these.
5. Do not use one in a large room because people at the back won't be able to see it.
6. Don't look at it or the screen behind you: face the audience at all times.
7. Have a backup plan if it fails to work.
8. Keep them under control. Remember, for example, that pointing with your finger is rude in some cultures.
9. Make sure there will be enough of them for everyone and make sure that they reach everyone in the room as some people tend to keep them without handing them on.
10. Some of them, for example putting your hands in your pockets or running your fingers through your hair, really upset some people.

2. Match these questions from the audience (1 – 6) to the answers (a – f) that Anne-Marie gives in C.

1. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?
 2. In what ways do you think the Internet is going to change the way management consultants work in the future?
 3. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?
 4. What's the average salary for your consultants?
 5. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?
 6. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?
4. What are some of the potential problems?

3. The statements below were made by presenters responding to questions from the audience. Write one word in the gap to complete each statement.

1. "That's a fair p _ _ _ _ . This model does assume that inflation is below 2%."
2. "I can't tell you the bid price because that's c _ _ _ _ _ _ _ _ _ _ information."
3. "That's not really my f _ _ _ _ , but I think that my colleague Simon will be able to help you."
4. "Ah. That really goes b _ _ _ _ _ the scope of this presentation. Perhaps we can talk afterwards?"
5. "I'm afraid we've run out of t _ _ _ . We can return to that after lunch."
6. "I'm sorry. I didn't c _ _ _ _ the question. Were you asking about stagflation?"

4. Are these words and expressions used to make contrasts or describe results?

Put them into the correct category.

- | | | |
|-------------|-------------------|--------------|
| despite | on the other hand | consequently |
| whereas | while | thus |
| as a result | however | nevertheless |
| although | therefore | |

Making contrasts	Describing results

5. Choose the correct word to fit the sentences.

1. Online banking is mainly used by our younger customers. Many of our older customers **consequently/however/therefore** find it difficult to handle modern

computer technology.

2. **However/Whereas/Although** the euro is quite strong, we managed to increase our exports to the US.

3. **Whereas/Therefore/Despite** we made a profit of \$240,000 last year, this year's profit is only \$110,000.

4. **On the other hand/Despite/Although** the growing demand, we didn't sell more cars than the year before.

5. We have to pay more for oil and gas. **Consequently/However/Despite** our products have become more expensive.

6. Poster campaigns are extremely important. **Thus/On the other hand/As a result** we also need advertisements in daily newspapers.

6. Choose the best word to fill each gap from the alternatives given below.

Put a circle around the letter, A, B or C, of the word you choose.

„OK. Let me (1) _____ up what we've done today. (2) _____ , we looked at what makes a good leader. (3) _____ we looked at key leadership skills. Then, last, but by no means (4) _____ , we talked about the

consultation process. Are there any final (5) _____ that you'd like to ask?

No? Well then, that's a good (6) _____ to stop. (7) _____ you for listening.

- | | | |
|-----------------|-------------|----------------|
| 1. A. run | B. add | C. sum |
| 2. A. Firstly | B. Starting | C. Openly |
| 3. A. Seconds | B. Secondly | C. Seconded |
| 4. A. last | B. lost | C. least |
| 5. A. questions | B. answers | C. information |
| 6. A. position | B. place | C. pointer |
| 7. A. Thank | B. Thanks | C. Thanking |

UNIT 4

PRESENTING VISUALS

I. Answer the questions.

1. What kinds of tools and visuals do you normally use in your presentations?
2. What tips can you think of for using visuals effectively?

II. Read the text and find: a) 8 advantages of using visual aids, b) 3 warnings about using visual aids.

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 of 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.

III. Tasks

1. What are these visuals called in English? Match the numbers to the descriptions.

bar chart _

flow chart _

pie chart _

table _

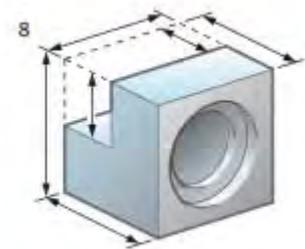
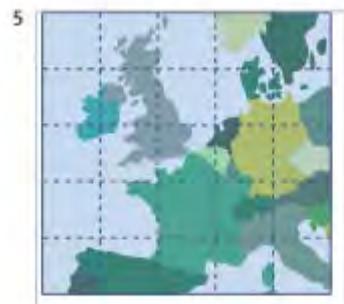
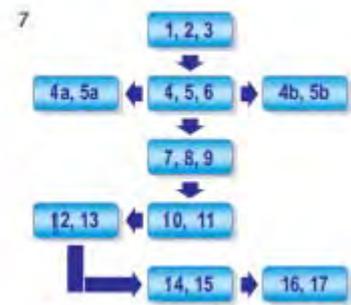
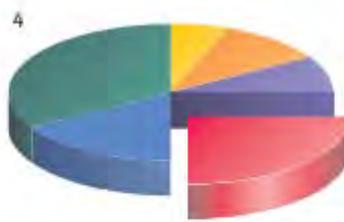
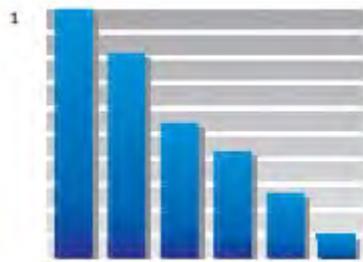
map _

organisation chart

technical drawing _

line chart _

(organigram) _



3

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				



3. Which visual aid is best to show the information? Write the choice in the blank.

bar chart

flow chart

organigram

pie chart

table

1. Use a _____ to show the growth in company expenses over the past five years.

2. Use a _____ to compare several features of three products to see similarities and differences.

3. Use a _____ to show the percent of customers (100%) who prefer different products.

4. Use a _____ to show the steps in the process of production for a product.

5. Use a _____ to show the relationship between various departments in an organization.

2. Match the two parts to make sentences used to refer to media.

1. On the next page
 2. My next slide shows
 3. As you can see
 4. Let me just show you some
 5. To illustrate this
 6. Let's now have a closer look
 7. Here we can see how many
 8. I have a slide
-
- a. from this picture, the design is absolutely new.
 - b. customers have complained about the service.
 - c. how much the market has changed.
 - d. I'll show you our latest poster.
 - e. at the figures on the next page.
 - f. which shows the market development in 2005.
 - g. interesting details.
 - h. you will see a photo of the new XTK model.

4. Read the following sentences and check whether *rise* and *raise* have been used correctly. If not, correct the sentence.

1. We haven't raised prices since January 2003.
2. Unemployment raised to a record high at the beginning of this year.
3. Why did they rise their rates last December?
4. Train fares have risen by 5% in the past two years.
5. Interest rates will raise again this year. The company rose the dividends in March.

5. It is often better to use approximate numbers in presentations as they are easier for the audience to understand and remember. Put the following words in the correct column in the table.

a little less than • about • almost • approximately • around • just over • just under • nearly • roughly • well over

- (less)	+/- (about the same)	+ (more)

5. Rewrite the sentences replacing the exact numbers with approximate ones using words from the table. Give at least two alternatives for each.

1. Last year we sold 90,083 mobile phones in Italy.
2. 14.8% of the people asked said they were unhappy with the new design.
3. We will be spending €1.98 on this technology.
4. Our laboratory says the ideal temperature is 18.1°C.
5. It will cost \$3.97 to produce this item.
6. The new office is 389 m².

6. Complete this excerpt from a presentation with the words from the box.

let's talk about • draw your attention • have a look • it's quite remarkable • on the other hand • the figures also show that • you'll see that • can we explain

I'd now like to (1) _____ to the regions where poverty has been reduced. If you look at the bar chart on the left, (2) _____ that the proportion of global population living on less than \$1 a day has dropped. (3) _____ in South Asia the proportion of extremely poor people has been reduced from 41 to 31%.

(4) _____ how much progress has been made by China. (5) _____ poverty has increased in many parts of Africa, Latin America and Eastern Europe. How (6) _____ this uneven development? To answer this question, we'll (7) _____ at the latest study from the World Bank. First, (8) _____ the figures that indicate global progress.

7. Put the words in the right order to make sentences.

1. at closer table let's look this a have
2. graph you next see quarter first figures can on sales for the the
3. almost European sell 30% countries we products other to of our
4. attention draw your facts like I'd to to following the
5. surprisingly able we good despite were achieve to software results problems
6. stress change is important I'd how to like this

8. What is important when presenting visuals? Which opinion(s) do you agree with?

Karen Hamilton, Marketing Manager

I think to be effective a good visual must focus on only a few points. It's important not to have too much information on one slide or transparency. Slide overload is bad because people will then spend time reading the slide rather than listening to the presenter. I normally use bullet points to structure information — I never write complete sentences. Headlines are important too.

Keith Sallis, Real Estate Manager

In my opinion the presenter is the focus of the presentation — not the visuals. The key purpose for using a visual aid is to help the audience understand the topic better. So the visuals should only be used to support the presenter's message. A process-flow chart slide, for example, helps people understand visually what you

are describing verbally. If a visual distracts the audience's attention from what you're saying, it's useless.

Susan Liu, Export Manager

Above all, a slide or an overhead must be readable. If the audience can't read the slide, they will soon give up. That's why font size is very important. It should be as large as possible, I'd say at least 24. And sometimes it's also a good idea to use different colours to highlight some points. Using many different colours can be confusing though.

Barbara James, Market Researcher

What you say and what you show should always go together 100%. So when you're not talking about the slide, it shouldn't be visible. I always switch off the display when I'm talking about something that has nothing to do with the slide. If people are busy looking at the slide, they aren't listening to what you're saying. It's better to use the B-key to return to a black screen or replace the slide with some form of 'wallpaper' such as a company logo.

Javier Sanchez, Financial Analyst

For me it's very important that the presenter *speaks* to the audience and doesn't *read* to them! The speaker must make eye-contact and not watch the monitor or screen while he or she is talking. I think it's extremely boring when someone just reads slides word for word as if it were an essay or something.

Tony Benetti, Media Consultant

It's called 'Death by PowerPoint' when people use so many sound effects and animations that the audience's attention is completely taken away from the delivery of the message. I think PowerPoint is a fantastic tool, but just because it has so many effects you don't have to use them all. Overuse is overkill here.

UNIT 5

CASE STUDY: THE TURBOFAN AERO ENGINE

I. Study the following notes. Then refer give a short presentation about the subject.

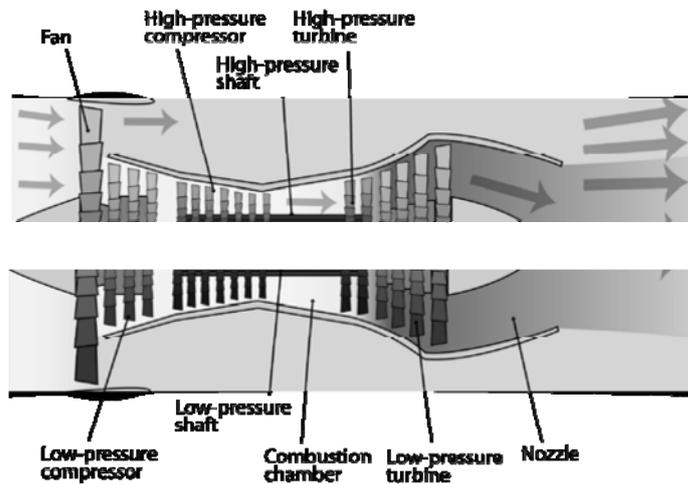


Figure 1. Cross-section of a turbofan aero engine

In the turbofan aero engine, which is used to power large planes, air is propelled past and into the engine by the turbofan, providing aerodynamic thrust. The air is further compressed by compressor blades, then mixed with fuel and burnt in the combustion chamber. The expanding gases drive the turbine blades, which provide power to the turbofan and the compressor blades, and finally pass out of the rear of the engine, adding to the thrust.

Two kinds of materials were considered:

Metal, a titanium alloy

material's properties and in-service requirements:

Young's Modulus, yield strength, fracture toughness sufficiently good high density (the heavier the engine, the less payload can be carried) resistance to fatigue (due to rapidly varying loads)

resistance to surface wear (striking water drops, large birds)

resistance to corrosion (salt sprays from ocean entering the engine)

Composite, carbon-fiber reinforced polymer (CFRP)

material's properties and in-service requirements:

low density (half of that of titanium)

low weight

low toughness (potential deformation of blade by bird strike)

The problem posed by choosing CFRP for a blade can be overcome by cladding, which means giving the CFRP a metallic leading edge.

Glossary

thrust	a forward directed force
combustion	the process of burning; here of fuel
alloy	a metallic substance that is composed of two or more elements which keep the same crystal structure in the alloy
Young's Modulus	elastic modulus (E), a material's property that relates strain (ϵ , epsilon) to applied stress (σ , sigma)
strain	the response of a material when tensile stress is applied
tensile stress	a force tending to tear a material apart
stress, n	the force applied to a material per unit area
in	inch, 2.54 cm
yield strength	the point at which a material starts to deform permanently
fracture toughness	the measure of a material's resistance to fracture when a crack occurs
crack, n, v	a break, fissure on a surface
density	mass per volume
fatigue	the weakening/failure of a material resulting from prolonged stress

II. Use the following Checklist to evaluate your groupmates' oral presentations. You should consider such basic criteria when preparing oral communications.

Checklist for Oral Presentations

Presenter:

Title of Presentation:

Course:

End Time:

Section:

Start Time:

Evaluator:

Elapsed Time:

Organization and Content (45%):	Poor		Avg.	Excellent	
Appropriate Introduction	1	2	3	4	5
Clear Thesis	1	2	3	4	5
Presentation Organization	1	2	3	4	5
Adequate Support for Ideas (Weighted 2x)	2	4	6	8	10
Definite Conclusion	1	2	3	4	5
Visual Aids (Appropriateness & Effectiveness)	1	2	3	4	5
Q & A Session-Knowledge of Topic	1	2	3	4	5
Use of Allotted Time	1	2	3	4	5
Presence (15%):					

Physical Appearance, Neatness, and Grooming	1	2	3	4	5
Posture, Gestures, and Movement	1	2	3	4	5
Eye Contact	1	2	3	4	5
Delivery and Grammar (40%):					
Enthusiasm and Vocal Variation (freedom from monotone)	1	2	3	4	5
Preparation and Knowledge of Materials	1	2	3	4	5
Effectiveness of Delivery Method	1	2	3	4	5
Vocabulary and Use of Appropriate Words	1	2	3	4	5
Freedom from Distracting "Uh"s & "Like"s, etc.	1	2	3	4	5
Pronunciation, Enunciation, Audibility, and Clarity	1	2	3	4	5
Grammar (Weighted 2x)	2	4	6	8	10

Total score out of a possible 100 points: Grade:

Comments:

READING BANK

1. LANGUAGE MATTERS: SPOKEN VS. WRITTEN STYLE

The language of presentations is different from the language that is used in publications or course books. The language used in books was meant for reading, so the sentences are rather complex and long, with lots of technical words.

However, when we talk to someone we try to tell things in a simple and

understandable way. The same goes for presentations. You should make your language as simple and clear as you can. This means that you cannot use the same text as you used in your reports but rather “adapt” and simplify the text, to make it easier for your audience to follow you. Make your sentences short and simple. Use active verbs instead of passive verbs. Active verbs are much easier to understand. They are much more powerful. Consider these two sentences, which say the same thing:

Toyota sold two million cars last year.

Two million cars were sold by Toyota last year.

Chemistry

Chemistry is an area of study which touches human life at innumerable points. It is the science which forms a bridge between physics and biology as well as between earth sciences and life and medical sciences. It is therefore a central science which holds the key to an appreciation and understanding of life cycles on the one hand through to man-made processes on the other.

Just look at the example above: it has been taken from a course-book. It was meant for reading and not for speaking. You cannot possibly use the same text for speaking. The language is much too condensed and complicated, the sentences are too long, and difficult to follow. The same idea can be simplified by paraphrasing, as for example:

Chemistry is a science which touches our lives at many points. It forms a bridge between physics and biology, earth sciences and medical sciences. We can say that with chemistry we can better understand life cycles on the one hand, and man-made processes on the other.

2. HOW TO MAKE A DISASTROUS PRESENTATION

Read the humorous article and match the headings (a-f) with correct

paragraphs (1-6).

- a) Make excuses
- b) Read your text
- c) No examples
- d) Use visual aids as ineffectively as possible
- e) Patronize your audience
- f) Avoid giving summaries

1. To make your presentation sound really boring, make sure you deliver from a written text. Don't look at the audience and keep your head down. If they do see your face, make sure it is expressionless. This is guaranteed to make the conference chairman nervous and to irritate your audience. So before you have even begun, the audience will be looking forward to the end of your talk.

2. Every now and then, remark that you haven't time to treat a subject in depth. This will make our audience think that you know a lot more, but that you're not telling them because they couldn't possibly understand. Wherever possible, make references to organizations and institutions the audience has never heard of, preferably using abbreviations.

3. You can start by saying that you haven't had time to prepare your talk properly. This confirms that you don't take your audience seriously. Then go on to shuffle your papers around for a minute or two, show that you have no idea how to operate the light switches, microphone, etc. Then don't say what you're going to talk about or how long you're going to take. Confuse them by saying you're going to be brief.

4. Avoid examples, anecdotes, humor or any personal viewpoints. They might make it easier for your audience to understand you.

5. At the end of your talk, don't offer any summary or conclusion. Leave the audience in doubt and confusion as to what your presentation was all about.

6. If you have to use projectors and slides:

~ demonstrate your total lack of familiarity with the equipment; trip over cables, mislay the remote control, etc.;

~ get your slides, transparencies out of sequence and put them up so fast that no-one can read them;

~ read word-for-word what's on the screen: this is guaranteed to send your audience

half-crazy.

3. QUESTIONNAIRE

Could you be an expert presenter?

1. What is the ideal length of a presentation?

- a. 30 minutes
- b. 50 minutes
- c. 90 minutes
- d. 120 minutes

2. How much time should you spend on preparation? For each minute of presentation

- a. 5 minutes of preparation
- b. 20 minutes
- c. 30 minutes
- d. 60 minutes

3. Which of the following do you need to know about your audience?(Choose one or more.)

- a. why they are there
- b. their age
- c. their business background
- d. their cultural background

4. Which element of a presentation has the greatest impact on the audience?

- a. the way they see you as a presenter
- b. your visual aids
- c. your voice
- d. the content itself

5. Do people retain information best if they:

- a. hear it?
- b. read it?
- c. see it?

6. At which point of a presentation do people remember most effectively?

- a. the beginning
- b. the middle
- c. the end
- d. the beginning and the end

7. How many points should you make?

- a. as many as you can
- b. between 5 and 10
- c. only those key points that are absolutely essential

8. In a short presentation is it best to
- present a broad-based area?
 - focus on a narrow specific subject?
9. How many visual aids should you use?
- one every minute
 - one every 2 minutes
 - 5 minutes
 - 10 minutes
10. Which is the most important for an effective presentation?
- rehearsal
 - a positive approach
 - not feeling nervous
 - audience management

The answers reflect various expert opinions.

- b
- d
- all
- a+b – 50%, c – 40%, d only 10%
- c (People retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear and 90% of what they see, hear and do.)
- d
- c
- b (Tell the audience what they need to know rather than everything that you know)
- a (Studies have shown that visual aids usually result in a greater percentage of the audience agreeing with your point of view. The audience will also see you as

being more professional)

10. a, b, and d are equally important (c is less important since nervousness is not visible to the audience. You may become very self-conscious when giving a presentation and believe that you look as scared as you feel, but the audience will often see you as calm.)

Useful links

Presentation Phrasebook

<http://englishforuniversity.com/wp-content/uploads/2008/09/Presentation%20phrasebook.pdf>

Effective powerpoint presentations

<http://www.learnhigher.ac.uk/groupwork/episode6/amp/altversion.html>

Presentation Skills

<http://libweb.surrey.ac.uk/library/skills/Presentation%20Skills%20Leicester/index.htm>

A Short Guide to the ORAL PRESENTATION IN ENGLISH

http://step.inpg.fr/GB/docs/Language_of_presentation_v7.pdf

Show Me the Numbers

http://courses.washington.edu/info424/2007/readings/Show_Me_the_Numbers_v2.pdf

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