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EFFECTIVE PRESENTATIONS IN ENGLISH

Учебное пособие

Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательным программам высшего образования по направлениям подготовки 45.03.01, 45.04.01 Филология

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Данное учебное пособие содержит аутентичный практический материал, направленный на развитие у студентов умений и формирование навыков, необходимых для осуществления эффективной публичной речи на английском языке в сфере деловой коммуникации.

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Introduction

If all my talents and powers were to be taken from me by some inscrutable Providence, and I had my choice of keeping but one, I would unhesitatingly ask to be allowed to keep the Power of Speaking, for through it, I would quickly recover all the rest.

Daniel Webster, a famous American orator.

For learners of Business English, making a presentation in English can be difficult and demanding. The presenter needs certain skills which go beyond the range of ordinary language courses. They are closely connected with *public speaking* skills and rhetoric.

A theory of public address first arose in the early Greek world in the fifth century B.C. Both place and time had a definite cause, and were related to a free society. Citizens of the city-states, now ruling themselves as free men, faced the compulsion of establishing a procedure for organized and responsible talk, which they called *Rhetoric*. The place where the system of speaking started was Syracuse and the beginning year was approximately 460 B.C. The significant fact is that the system of speechmaking was born of man's early struggle for democracy, and that it is one of the oldest academic subjects known.

In the course of time public speaking skills have been studied and developed by hundreds of teachers, scientists, politicians and other orators. Success in many careers, such as those in administration, politics, public relations, personnel, education, sales and private business, depends on good public skills a person demonstrates.

This book uses only authentic materials and it is aimed at students studying philology or linguistics who are interested in public speaking in business English. The book consists of Introduction; four Units which mainly concentrate on *effective business presentations* and take the learner systematically through the key stages of making presentations, from planning and introducing to concluding and handling questions taking into consideration actual presentation techniques and speech vocabulary; References. Each unit contains useful language and practical exercises and can also be used separately to focus on particular elements of giving presentations. By the end of their period of study, students should be able to make clear, well-organized presentations in English in front of an audience.

1 Planning Your Presentation

1.1 TIPS Approach to Presentations

‘Take care of the sense, and the sounds will take care of themselves’.

Lewis Carroll. Alice in Wonderland

Like most of your accomplishments in life, a successful public speech starts with a clever plan. Someone said that if you fail to plan in business, then you are planning to fail. In other words, a lack of planning is likely to lead to failure. The process of speech-designing takes time and effort, it can be strenuous and frustrating, but it is also fascinating and rewarding.

Some people love to plan: they love to structure, to research details, to minimize risks. Others enjoy the risks and thrills of improvisation: they work with their creativity during the moment.

A presentation should be viewed as a product to be delivered to an important customer, namely, the audience. It’s an offering that has to be developed very carefully to meet specific requirements. The known approach to presentations – TIPS – is an audience-centered framework to help you prepare for international presentations which means:

Getting the T arget right	T
Selecting the right I nformation	I
Organising the P rocess	P
Knowing your communication S tyle	S

In this section we will look at the TIPS model in more detail and see how you can apply it to planning and preparing your own successful presentations. You will be offered strategies of how to best organize and support your ideas, how to gain and process information, how to structure your speech and make notes.

1.2 Know Your Audience

Analyzing your audience is vital because it will help you make your presentation relevant to that particular group. A check list of key questions to help preparation:

T *Target*

- What does the audience want to hear from me?
- Why do they want to hear it?
- What do I really need to present?
- What will engage and convince the audience?

I *Information*

- Who are they?
- What age/gender/culture?
- How much do they already know about the topic?
- How much do they think they know?
- Which members of the audience hold strong opinions about the topic?
- How many people will be present?
- Do they want to be there?

P *Process*

- How do they want to hear it: in silence, interactively, or in some other way?
- How should I handle different expectations of the presentation process among the audience?

S *Style*

- How far does my communication style match the audience's expectations?
- How can I communicate in as clear way as possible with them?

You should also answer the audience's questions about you and your presentation:

who, why, what, how.

Look at the audience's questions (1-8) and match the numbers with the type of information in Picture 1.

Who is the presenter?

Why are we all here?

What is he going to talk about?

How is he going to organize the presentation?



Picture 1 – Possible audience's questions

Now read the text and check your answers.

THE PRESENTATION JOURNEY

Giving a presentation is like taking your audience from start to finish on a journey. At the start, your audience requires some basic information before they can accompany you on this journey. Once they have the information, they're on your side, attentive and ready to listen to every step of the journey along to your final message.

Who

Introduce yourself. Clearly, the amount of information you give about yourself and your work and the level of formality you use, depends on the presentation you're giving. For example, for a presentation to a group of your colleagues, you probably don't need to give your name and background and you can use informal language. A presentation to a new client can require more detailed information about your background and experience and a more formal approach. Make sure that you're comfortable talking about your past and present experience in such cases.

Why

Tell your audience about your destination – the reason they’re there to listen to you and the purpose of your presentation. If the audience doesn’t know why they should listen, they won’t have any reason to accompany you along your journey. The ‘why’ is linked to the conclusion, your final message – probably, the most important part of your presentation.

What

Outline the roadmap – the main points that you’re going to develop and the order in which you would like to develop these. When your audience have a clear view of the roadmap you want to navigate, they can follow you more easily and can also see you’re planned, prepared and effectively managing the presentation. There are good reasons for giving the roadmaps, as research shows your audience listen better and remember better and more when they know the structure and shape of your presentation. The technique we use to give the roadmap is called ‘sequencing’. This is a very simple technique as it just involves using language such as one, two, three or firstly, secondly, thirdly. Nevertheless, it is also highly effective as ‘sequencing’ or ‘ordering’, as it is sometimes called, is a principle of memory by which we recall information.

How

Put yourself into your audience’s shoes: address your audience’s needs. Your audience won’t listen to you as you go into the main part of your presentation if they have other concerns. They may be thinking: *How long do I have to sit here? Do I have to take notes? When can I ask questions? Is there any coffee here?* It can therefore be useful to answer such questions in your ‘start’ so that your audience are ready to listen.

Your ‘start’ should include these points but at the same time not to be too long. Ninety seconds is a good guideline as there’s evidence that you begin to lose listeners after this amount of time. Your audience tend to listen to your every word and form an impression of you in these ninety seconds. An accurate ‘start’ helps to create a good impression and you should aim to be grammatically accurate at this stage.

International effectiveness depends on creating space for regular feedback which can improve performance for the future. So, remember, after the presentation you'll need to ask two more vital questions:

- How effectively did I prepare? How successful was I?
- Watch the video "Beginning Your Presentation in English (online classes)"

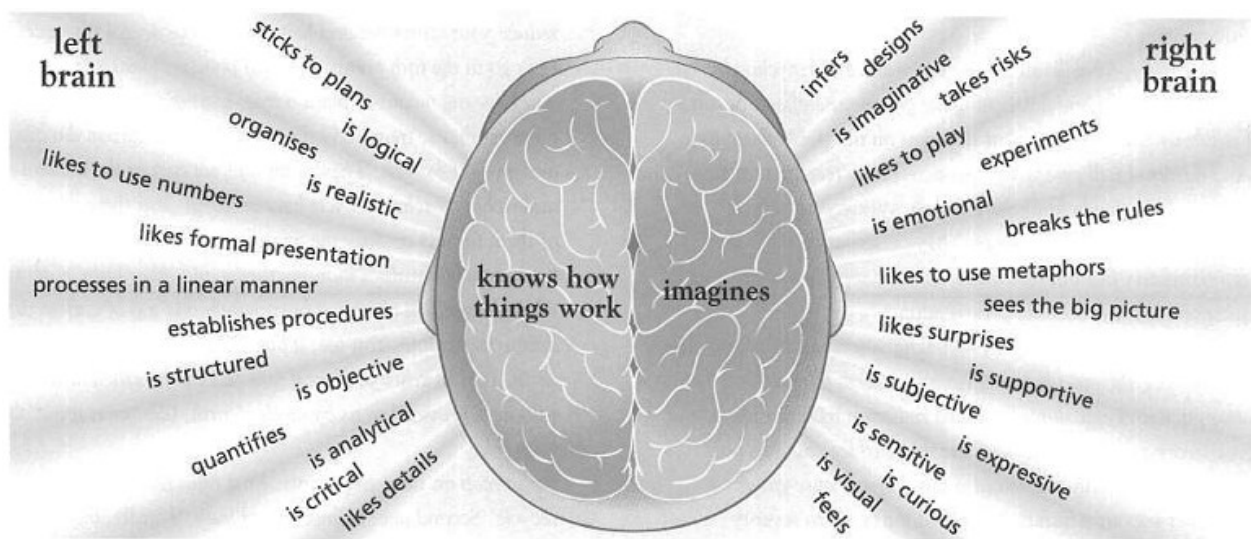
https://www.youtube.com/watch?time_continue=63&v=rASl1BcYjbs to know how to organize the first minutes of your speech.

Time to Practice

1. a) Brain research reveals that both sides of the brain are involved in nearly every human activity, but that the left and right sides of the brain control different modes of thinking. Look at statements 1-8 below and circle the letter of the statement that is true for you.

- | | |
|--------------------------------|-------------------------------|
| 1 A I am objective. | B I'm subjective |
| 2 A I like to take risks. | B I don't like to take risks. |
| 3 A I am analytical. | B I am emotional. |
| 4 A I am organized. | B I tend to break the rules. |
| 5 A I like to use numbers. | B I like to use metaphors. |
| 6 A I like to stick to a plan. | B I like surprises. |
| 7 A I need the small details. | B I need the big picture. |
| 8 A I am realistic. | B I am imaginative. |

b) Now look at the picture of the brain below (Picture 2). Are you more 'left brained' or 'right brained'?



Picture 2 – Preferences of the ‘left-brained’ and ‘right-brained’ people

c) Look at the following activities. Assign the activities to the left (L) or right ® brain.

Step 1: giving your presentation a structure and using signposting _____

Step 2: jump starting your presentation with a shocking statement _____

Step 3: describing trends and numbers accurately and in detail _____

Step 4: using examples _____

Step 5: using analogy _____

d) Look at the activities below. Tick what you do in your presentations. Is one side more dominant?

Left brain

- 1 I give logical and precise information.
- 2 I give my research references.
- 3 I give lots of numbers and data.
- 4 I demonstrate that I’m an expert.
- 5 I have a very organized approach.
- 6 I keep to time limits and scheduling.
- 7 I stay on track.
- 8 My presentations are well-structured.
- 9 I give lots of examples.
- 10 I let audiences evaluate and assess.

Right brain

- 1 I include surprises and an element of play.
- 2 I show lots of pictures.
- 3 I include metaphors and analogy.
- 4 I include lots of variety.
- 5 I move along at a fast pace.
- 6 I like to give the bigger picture.
- 7 I deal with concepts.
- 8 I address emotions and feelings.
- 9 I move around a lot.
- 10 I let audiences experiment.

e) List five techniques / activities you can build into your presentations to create a better balance.

2. a) Read the text about representational systems and complete the exercise below.

V We re-experience or represent the world to ourselves using our senses:

	Visual	(V)	seeing
A	Auditory	(A)	hearing
K	Kinaesthetic	(K)	feeling
	Olfactory	(O)	smelling
O	Gustatory	(G)	tasting

G When we use our senses inwardly to think, they're known as representational systems in NLP (Neuro Linguistic Programming) ...

V The *visual* system is how we create our internal pictures, visualize, daydream, fantasise and imagine. When you are imagining looking around one of your favourite places or remembering being on the white sandy beach on holiday, or planning how your room will look, you are using your visual system.

A The auditory system is how you remember music, talk to yourself and rehear the voices of other people. Auditory thinking is often a mixture of words and other sounds. When you imagine the voice of a friend, the roar of the sea or the sound of silence, you are using your auditory system.

K The *kinaesthetic* system is made up of our internal and external feelings of touch and bodily awareness. It also includes the sense of balance. The emotions are also part of the kinaesthetic system, although emotions are slightly different – they're feelings about something, although they're still represented kinaesthetically in the body. When you imagine balancing on a beam, the feeling of touching smooth surface or what it is like to feel completely happy, you are using your kinaesthetic system. Sometimes the olfactory and gustatory systems are treated as part of kinaesthetic system, as they're less important in

Western Europe and North American culture.

O The olfactory system deals with creating smells and the gustatory system is made up of remembered and created tastes. Remember a fine meal. Think back to what it was like to smell and taste the food. You are using your
+ olfactory and gustatory systems.

G Most people have a preferred representational system. We think more easily and more fluently with our preferred system.

b) Categorise the words and phrases below. Do they appeal to visual (V), auditory (A), kinaesthetic (K), olfactory (O) or gustatory (G) representational systems?

- 1 It looks like ... ____
- 2 It feels like ... ____
- 3 Picture this ... ____
- 4 It tastes like ... ____
- 5 It smells like ... ____
- 6 Can you hear this in your mind? ____
- 7 Imagine ... ____
- 8 Think of the smell of ... ____
- 9 What does this look like? ____
- 10 Think of the feeling when ... ____
- 11 The aroma ... ____
- 12 My perspective ... ____
- 13 Think of the sound of ... ____
- 14 What is it like to taste? ____
- 15 Do you feel happy / sad / disappointed? ____
- 16 How loud is it? ____
- 17 It's as high as a two-storey building. ____
- 18 The fragrance ... ____
- 19 What do you say to yourself when things go wrong? ____

20 What does it look like to you? ____

21 Please listen to these comments. ____

22 I'm looking forward to finding out about your insights on these issues. ____

23 There will be plenty of time to tune into each other's thinking and sound out ideas. ____

24 Let me illustrate this by ____

25 I feel really excited about the prospects. ____

3. a) *The theory of multiple intelligence was developed by Dr Howard Gardner, professor of education at Harvard University. Read the text and discuss the two statements below.*

1 Everyone has a unique and different mix intelligence types.

2 It's a good idea to include activities in your presentations that address a mix of intelligences and don't only focus on your personal strength.

In Frames of Mind, I proposed the existence of seven separate human intelligences. ***Linguistic intelligence*** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. Lawyers, speakers, writers, poets are among the people with high linguistic intelligence.

Logical-mathematical intelligence involves the capacity to analyse problems logically, carry out mathematical operations, and investigate issues scientifically. Mathematicians, logicians and scientists exploit logical-mathematical intelligence.

Musical intelligence entails skill in the performance, composition, and appreciation of musical patterns. ***Bodily-kinaesthetic intelligence*** entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products. Obviously, dancers, actors and athletes foreground bodily-kinaesthetic intelligence. However, this form of intelligence is also important for craftsmen, surgeons, bench-top scientists, mechanics, and many other technically-oriented professionals.

Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of

more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects).

Interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and consequently, to work effectively with others. Salespeople, teachers, clinicians, religious leaders, political leaders, and actors all need acute interpersonal intelligence. Finally, ***intrapersonal intelligence*** involves the capacity to understand oneself, to have an effective working model of oneself – including one's own desires, fears, and capacities – and to use such information effectively in regulating one's own life.

Extract from Frames of Mind: The Theory of Multiple Intelligences

b) Highlight the presentation activities in the list a-s that you like or think you could use. Then, match the presentation activities to 'intelligences' 1-7 below.

- A give written handouts _____
- B read a poem _____
- C pass round objects _____
- D use a song as a mantra _____
- E demonstrate a product _____
- F use a 3D model of a product _____
- G vary the pace and use pausing _____
- H work with a partner _____
- I initiate a discussion _____
- J show a film _____
- K do a physical activity _____
- L solve a problem _____
- M do a calculation _____
- N use sequencing _____
- O play music _____
- P let audience walk around
- Q encourage the audience to take notes

R give time for personal reflection or individual work

S decorate room with posters and pictures

1 Linguistic

2 Logical-Mathematical

3 Musical

4 Spatial

5 Bodily-Kinaesthetic

6 Interpersonal

7 Intrapersonal

c) Answer the questions below.

1 Assess your personal strengths. Are there other intelligences that you need to consider when you prepare your presentations?

2 Consider the audiences you give presentations to. Are there intelligences that you need to include when you prepare your presentations?

d) Prepare an item from a presentation and address different intelligences. Present this.

4. a) Read the text about Myers-Briggs Type Indicator (MBTI) and answer the questions below.

1 Have you taken the Indicator and do you know your four-letter personality type?

2 Have you done any other kind of a personality testing?

3 Which statements do you agree / disagree with?

4 Why do you think it is useful to know about different personality types?

5 Why might MBTI be a useful consideration in preparing presentations?

In Type Talk, the sixteen personality types determine how we live, love and work, the authors point out that MBTI is a finely tuned instrument that can only be administered by trained individuals but go on to give a framework of statements that readers can agree or disagree with, to informally determine preferences. Here are some of the statements.

If you're an Extravert (E), you probably

E

- know a lot of people, and count many of them among your 'close friends': you like to include as many people as possible to your activities;
- don't mind reading or having conversation while the TV or the radio is on in the background; in fact you may well be oblivious to this 'distraction';
- find telephone calls to be welcome interruptions; you don't hesitate to pick up the phone whenever you have something to tell someone.

If you are Introvert (I), you probably ...

I

- enjoy the peace and quiet of having time to yourself; you find your private time too easily invaded and tend to adapt by developing a high power of concentration that can shut out TV, noisy kids or nearby conversations;
- are perceived as 'a great listener' but feel that others take advantage of you;
- wish that you could get your ideas out more forcefully; you resent those who blurt out things you were just about to say.

If you are a Sensor (S), you probably ...

S

- find most satisfying those jobs that yield some tangible result; as much as you may hate doing housekeeping, you would rather clean your office than think about where your career is headed;
- would rather work with facts and figures than ideas and theories; you like to hear things sequentially instead of randomly;
- think that fantasy is a dirty word; you wonder about people who seem to spend too much time indulging their imagination.

If you are an iNtuitive (N), you probably ...

N

- believe that ‘boring details’ is a redundancy;
- find yourself seeking the connections and interrelatedness behind most things rather than accepting them at face value; you’re always asking ‘What does that mean?’
- tend to give general answers to most questions.

If you are a Thinker (T), you probably ...

T

- would rather settle a dispute based on what is fair and truthful rather than what will make you happy;
- don’t mind making difficult decisions and can’t understand why so many people get upset about things that aren’t relevant to the issue at hand;
- remember numbers and figures more readily than faces and names.

If you are a Feeler (F), you probably ...

F

- consider a ‘good decision’ one that takes others’ feeling into account;
- enjoy providing services to people although you find that some people take advantage of you;
- are often accused of taking things too personally.

If you are a Judger (J), you probably ...

J

- are always waiting for others, who never seem to be on time;
- keep lists and use them; if you do something that not on your list, you may even add it to the list just so you can cross it off;
- are accused of being angry when you’re not; you’re only stating your opinion.

If you are a Perceiver (P), you probably ...

- love to explore the unknown, even if it’s something as simple as a new route home from work;
- have to depend on last-minute spurts of energy to meet

P

deadlines; you usually make the deadline, although you may drive everyone else crazy in the process;

- don't like to be pinned down about most things; you'd rather your options open.

b) Match the personality types 1-8 to the presentation activities a-h in the text.

1 Extraverts

5 Thinking Types

2 Introverts

6 Feeling Types

3 Sensing Types

7 Judging Types

4 Intuitive Types

8 Perceiving Types

Presentation activities

A _____

- Present options.
- Let the audience make the conclusions.
- Don't press for an immediate decision.
- Give time for a decision and follow up.

B _____

- Be clear, down-to-earth and practical.
- Give plenty of facts, examples and evidence.
- Keep to the point.
- Give the details.
- Emphasis tangible short-term results.
- Check comprehension.

C _____

- Be punctual.
- Be well organized.
- Give a plan.
- Begin at the beginning and end at the end.
- Be decisive and give conclusions.
- Emphasise schedules, deadlines and timetables.

D _____

- Get straight to the point.
- Be brief and concise, but present a complete argument.
- Present clear goals and objectives.
- Define terms and explain what you mean.
- Present all advantages and disadvantages.
- Emphasise rational processes and consequences.
- Use logical arguments.

E _____

- Talk face-to-face.
- Present to groups and allow interaction.
- Respond to questions and comments.
- Emphasise action.
- Include social interaction.

F _____

- Be friendly.
- Make the audience feel special.
- Begin with areas of agreement.
- Emphasise human benefits and happiness.
- Use personal examples.
- Give some personal details.

G _____

- Give the big picture, the broad implications and the long-term possibilities.
- Emphasise concepts and ideas.
- Don't give too many details.
- Inspire.
- Emphasise the unusual and the innovative.
- Expect and welcome ideas, additions and changes.

H _____

- Give time for reflection both before and after the presentation, possibly by addressing issues in writing.

- Do one-to-one presentations.

- Stick to the business and don't include social interaction.

1.3 Getting the Target Right (TIPS)

Public speech is useless without object or aim. Fundamentally, there is one basic purpose in all speaking. The speaker wants to gain a response from the audience - he/she wants their audience to respond, to act, to react to their speech. Not all responses are equally easy to attain. Some responses are harder to win than others; therefore they are divided into four groups known as *General Purposes*, and are arranged according to increasing difficulty:

1.To Interest+

2.To Inform++

3.To Stimulate+++

4.To Convince++++

While preparing a presentation, ask yourself these questions to identify your real target.

Is the presentation to inform ... or to entertain?

Am I here to enforce ... or to negotiate?

Is my job to explain ... or to sell?

Is it the time to criticise ... or to build relationships?

Should I get a result today ... or sow seeds for the future?

Am I going to speak ...or to signal that I want to listen?

Be careful – your audience may see things very differently to you.

Then, select the specific response you want to get, and carefully phrase that response into a purpose sentence. Decide whether you want:

(1) merely to interest the audience;

(2) to present new information;

- (3) to stimulate them to a more vigorous attitude or effort;
- (4) to convince them to change their beliefs, opinions, or behaviors.

This will be your Target or Objective. Keep your mind's eye on this Objective.

The opening minutes of a presentation are vital. This is when you can clearly communicate to your audience why the presentation is important for them and how you intend to address their needs. There is an ABC approach to opening presentations:

A	Audience first!	Show an understanding of the audience's circumstances.
B	Be personally involved!	Identify with your audience personally.
C	Clear business logic	Show that the presentation objectives are based on your and their professional needs.

Let's look how it works. Below is the beginning of a presentation by a Chief Executive Officer to senior colleagues (Picture 3).

Right, I think we can get started. So, before beginning, I'd just like to say a few words about the business situation at the moment. **Now we all know that we've had a few problems this first half year.** And I know this has put a big strain on all of you. Many team members are worried about job losses and so managing people has become a lot more stressful in recent months for all of us. But **I want you to know that I appreciate the good job you have been doing.** So for today, in terms of targets, firstly, I think it's useful to clarify the financial situation of the company. **This is a fundamental starting point and an area on which we must have clarity if we want to move forward.** I've got the latest figures to have a look at, and these should help us talk through some possible scenarios over the next three months. Based on this, we'll also need to talk through a communication plan so that you can manage staff member questions effectively.

Be personally involved

Audience first

presentation based on audience needs

Picture 3 – Example of the beginning of the presentation

Time to Practice

1. a) Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase. Check any vocabulary you don't know.

1 On behalf of Nr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible for ... _____

2 My purpose today is to ... _____

3 I'm going to develop three main points. First, ... Second, ... Third, ... _____

4 Let me introduce myself. I am... I am a ... _____

5 I'll pass round copies of my slides so you can make notes as I go through a presentation. _____

6 Before I continue, let me tell you something about myself. _____

7 Today I would like to give you a general overview of ... _____

8 I've divided my presentation into three main points. I would like to begin with

9 So, I'll be addressing three main points and the first one is going to be ... The second point will be ... And finally the last point is ... _____

10 I'm going to outline three proposals. Firstly, I'll ... Then I'd like to ... and finally ... _____

11 Today, I'm going to bring you up to date with _____

12 The presentation should last about five minutes. _____

13 We'll take a short coffee break at about 10.30. _____

14 My objective today is to ... _____

15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of...

16 If you have any questions, I'd be grateful if you could leave them until the end.

17 I'm happy to take any questions after that. _____

18 For those who don't know me, my name is Carlos Lopez and I'm the managing director. _____

19 We can take two or three questions at the end of each point. _____

20 You don't need to take notes as we'll be handing out presentation booklets.

21 I would like to start with ... And then ... Lastly ... _____

- 22 Today, I'm going to tell you ... _____
- 23 What I am going to do today is review ... _____
- 24 Please feel free to interrupt me at any time if you have a question. _____
- 25 The reason we are here today is to ... _____
- 26 Morning everyone. I'm ... I'm a ... at ... _____

b) Think of three more words for target.

1 o.....

2 g.....

3 a.....

c) Complete these sentences with the correct verb.

1 We should a..... our target by the end of the month.

2 The project has gone very well. I think we will actually e..... our targets.

3 Unfortunately, we have had a few problems this year so it is likely that we will f..... to r..... our targets.

2 Complete these sentences using the verbs in the box, which you can use to introduce your targets.

introduce	talk	look	focus	say
-----------	------	------	-------	-----

1 I'd like to on the future rather than the past today.

2 What I want to do today is at our sales channels in China.

3 I'd like to a few words about our new global leadership initiative.

4 I'm here today to our latest product.

5 This short Should act as a springboard for our discussion today.

1.4 Selecting the Information (TIPS)

A speech is a highly personalized affair, a part of you. It reveals your individuality and life experience.

There are four successive steps in developing your own speech:

1 Starting in good time

By starting one speech in good time you are able to gather useful material without work. Try to constantly remember about it and you'll find new ideas while reading a magazine, walking along the street, speaking to other people and so on. Start the speech in good time, and it grows and matures partly of its own accord and without work on your part.

2 Thinking on the subject

A fundamental mistake of most beginners is that after selecting (or being assigned) a subject for their speech they rush first to the library to find speech material. Their method – reading without prior thinking – makes them editor of somebody else's thoughts, but not speakers in their own right. They don't trust themselves, but echo what other people think and say.

To do your own thinking on the subject you need to ask yourself questions like these:

- Why did I choose (was assigned) this subject?
- What do I know about it first-hand?
- What does the audience know about it?
- What do they want to know?
- What is the problem, or point in question?
- What caused the problem, or point in question, to arise?
- What do I think might be done?
- What further knowledge do I need to help verify my tentative hypothesis on what to do?

By systematic self-questioning you are calling up ideas from the subconscious mind, and they start working for you. After you have done this sort of thinking, assemble your ideas into a skeleton outline.

3 Gathering speech material

'People talk too much about what they don't know', said Briton Hadden, co-founder of Time. Without specific ideas and facts a speaker has nothing to say. There are three main sources for finding them: Conversing, Investigating and Reading.

Conversing not only brings in new information and ideas; it especially enables you to test your ideas in advance by talking with others. You may find unexpected objections to your plan, or find that you did not explain it clearly the first time, or discover that your line of approach antagonized listeners.

Investigating. A cardinal rule is to investigate wherever possible, to go and see yourself. For example, preparing a speech about supermarket strategies it is useful to go to the local supermarket for first – hand experience – see how items are placed on the shelves, watch customers make their purchasing decisions, see how advertising hoaxes work, etc. If you need specific information that others have first- hand, you can get it by making a call or writing an e-mail.

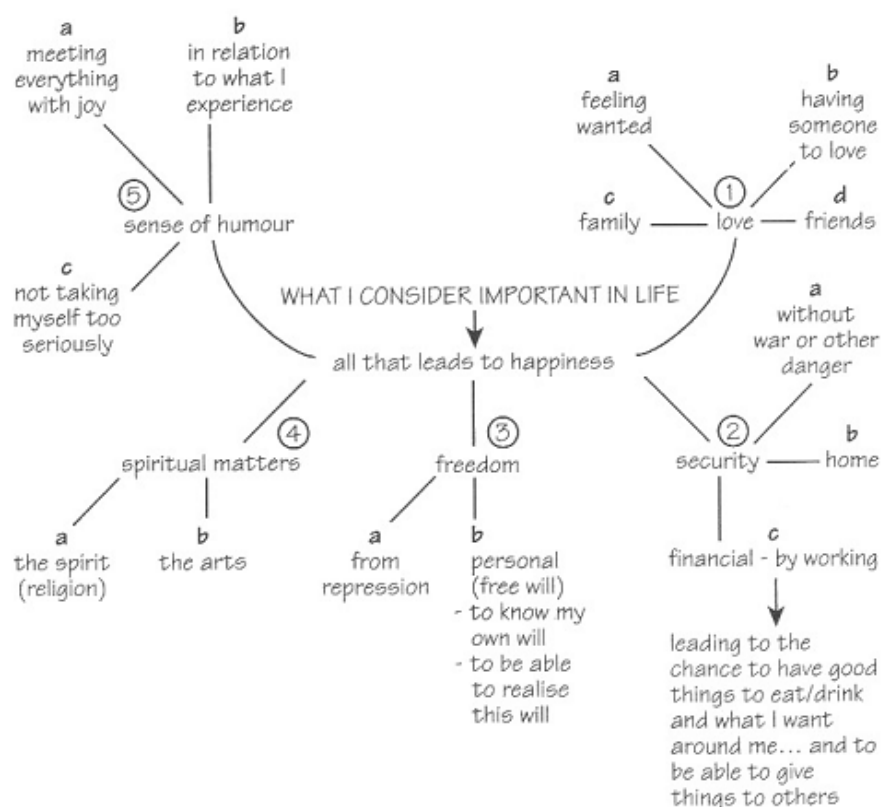
Reading is the most abundant source of speech material. Make your reading systematic and read critically. Critical reading differs from other kinds in one important respect. It is active process, requiring actions on your part.

First, you read to get the content (locate the thesis, find the main supporting parts, become aware of the entire framework of thought beneath the words). Then, critical reading requires judgment. You must decide whether you agree or disagree with the content. It is essential to take notes while reading, as you cannot carry in mind all you read, it fades out, becomes a disordered mass, or is incorrectly remembered. Be sure to check the accuracy of any information you find. When you quote the words or cite the opinions of other people, you need to acknowledge the source of ideas. This is the question of integrity, which is inherently involved in all handling of ideas.

4 Processing the material

Lateral thinking about the topic can be encouraged by *brainstorming* your ideas to paper.

Mind mapping, or drawing a diagram is one of the ways to represent how ideas are clustered in your mind (Picture 4).



Picture 4 – Example of Mind Map¹

Another method that works at this stage is categorizing facts and opinions. This means basically that you must know and respect the difference between fact and opinion.

Physical or mental events that have really happened and can be easily proved are referred to facts. e.g: The average American sees about 50, 000 commercials a year.

It is vital to distinguish two types of opinions. The difference between these two types is based on their interrelation with facts.

Sound opinions are thought-out conclusions derived from a sound analysis of the best facts available, e.g.: The amount of commercials on Russian television has increased dramatically since the 1990s.

Loose opinions are the ones colored by feeling, sentiment, and bias. Loose opinions are not usually influenced by facts. e.g.: The quality of commercials on today's television is really poor.

Time to Practice

1 a) Read the text below and discuss the questions.

- Do you already keep an ideas journal, file or notebook?

¹ Cranmer D. Motivating High-Level Learners / D. Cranmer. Addison Wesley Longman, 1996. – 123 p.

- Do you find the idea ‘impractical’ and ‘incredible’ or an ‘intelligent course of action’?

PREVENTING THE LOSS OF GOOD IDEAS

It doesn't take much thinking to realize that ideas in progress should be caught. Not surprisingly, the greatest minds in history have all realized the wisdom of capturing or documenting their ideas. Creative thinkers ranging from inventors Thomas Edison, Benjamin Franklin, and Leonardo da Vinci to the novelist Virginia Woolf, the psychologist Carl Jung, and the naturalist Charles Darwin all have used journals and notebooks to record their ideas and inspirations. These people understood that new ideas often come from combining many disparate pieces of information or concepts over an extended period of time. The only effective way to track your ideas and synthesise with them is to document them as soon as they bubble up in your mind.

Capturing an idea makes it more real, more tangible. Whether you act on it within the next six months or the next six years isn't important. Nor is it important whether the people around you deem the idea impractical, or incredible. Simply writing it down for yourself is an intelligent course of action. When you decide to implement the idea at some late date, your written record may be your only source of reliable information.

b) Create a personal ideas book or file. Every time you see or hear something interesting for a presentation, note it down, copy it, cut it out, record it and add it to your book or file. Where can you find ideas and materials? Make a resource checklist. There are some suggestions below.

Suggestions for resources

Pictures	Literature
Newspaper articles	Books on presentations
Headlines	Stories in books
Posters	Stories in my organization
Cartoons	Podcasts
Video & DVD	Personal ideas and thoughts

Objects	Shocking statements
Other presentations	New vocabulary
TV	Internet
Statistics	Puzzles
Games	Quotations

c) Write down the following in your book or file.

- something you learnt in the last week;
- something you heard or saw that made a big impression on you;
- something interesting you read recently.

Describe how you could integrate one of these items into a presentation.

2 Decide if each of the following statements is a fact, a loose opinion, or a sound opinion. Remember that a fact is something you can check or prove, whereas an opinion cannot be checked:

- Tropical forests are slashed and burned at the rate of 100 acres a minute.
- Capital punishment is an effective way of reducing serious crime.
- Isaac Asimov wrote essays as well as science fiction.
- Modern art is vile and debasing.
- Fast food meals contain too much saturated fat.
- The influence of advertising has become so harmful that it should be banned.
- The threat to the environment is the most important issue facing the world

today.

- The Republicans have always wrecked the country when they came to power and the Democrats have had to save it.

- Russia hangs as a cloud, dark and silent upon the horizon of Europe.
- One-fourth of all nations on the planet are currently at war and have been for a

decade.

- Throughout history, most of Russia has been deeply distrustful of the wealthy.

3 Find and analyze some newspaper/magazine articles on a topic that interests you at the moment. Use the following questions to test the credibility of the information in the article:

- Does the article have an adequate and reliable body of facts? (Don't take it for granted that everyone who gets in the print is informed.)
- Does the author proceed from biased assumptions? (Give examples.)
- Does the author substitute part for the whole – by overlooking facts that disprove what they want to believe, and using only the facts that prove what they want proved?(Give the facts from the article and offer your refutation.)
- Does the author attempt to use emotional excitement *in place* of facts and ideas?(Quote the article)

4 Choose a research topic and find at least one website that provides information about your topic. Write down 5 pieces of information you find. Answer these questions:

- What is the name of the website?
- Who created this website?
- What information is the opinion of the person who created the website?
- What words and phrases tell you it's an opinion?
- Do you think this website is a good source of information on your topic?

Explain why or why not.

- Prepare a brief evaluation of the website to share in class.

5 State the method you would use in finding material on each of the following topics:

- Religions of the Near East
- The origin of jazz music
- The history of the NN Linguistic University
- U.S foreign policy today
- Global processes in the modern world
- Generation X
- Russia's new entrepreneurs
- Honesty on examinations
- Making a fast-track career in international relations
- The monarchy in Great Britain
- Genetic engineering

- Violence on television in Russia
- Russia's external image in today's world
- Virtual culture
- Stereotyping in cross-cultural relations

6 Select a subject for your speech. Without studying or reading on the topic, see what information and ideas you can gather during the week. Do this by listening and conversing.

1.5 Organising the Process (TIPS)

A presentation can be viewed as a kind of process with specific steps, each having to be managed effectively for the presentation to be successful.

Step 1. The preparation

This phase is all about tailoring the presentation to the specific audience and business context. It's also about making sure basic logistics are in place at the venue to avoid technical disasters.

Never forget Murphy's law: what can go wrong, will go wrong. You should plan the logistics like a military operation: leave conference organisers in no doubt about your technical needs; arrive in plenty of time to test equipment; have back-ups for everything, and have back-ups of back-ups. Imagine what could go wrong, and plan it happening.

Step 2. The presentation itself

For a presentation to run smoothly, international presenters need to manage five critical process factors correctly. Ask and answer these questions about your audience during the planning phases, particularly for larger conference events, so that you get your presentation style right.

The involvement factor

Interaction	Will my audience want to listen in silence, or to interrupt and participate actively?
Engagement	Will my audience expect to be engaged emotionally, or rationally?
Social	Will my audience want a social warm-up, or to get down to business?

quickly?

The organizational factor

- | | |
|------------|---|
| Structure | Will my audience want a very structured or a spontaneous and creative approach? |
| Digression | Will my audience view digression as a lack of ability to stay focused on the theme? |
| Support | Will my audience see handouts as evidence of a well-prepared presenter? |

Personal factor

- | | |
|---------------|--|
| Introductions | Will my audience expect me to start with a summary of my professional competence? |
| Protocol | Will my audience expect to receive my business card, possibly even translated? |
| Politeness | Will my audience find it impolite if I don't follow local expectations of socializing? |

Language factor

- | | |
|-------|---|
| Level | Will my audience actually be able to understand the words I am using? |
| Voice | Will my audience find my voice interesting to listen to? |
| Text | Will my audience be helped by more or less text on the slides? |

Non-verbal factor

- | | |
|-------|--|
| Dress | Will my audience expect formal or informal clothing? |
| Body | Will my audience be impressed or distracted by my unusual body language? |
| Face | Will my audience require strong eye contact and smile? |

Step 3 The follow-up

The presentation doesn't stop as audience applause dies down. Often this is when the really hard work begins to get your ideas implemented, to close the deal, to track the changes which you've recommended or simply to consolidate new relationships in the longer term. Make sure you plan a follow-up strategy.

Time to Practice

1 Where would you expect to a presenter to say these phrases: at the beginning (B), in the middle (M) or at the end (E) of a presentation?

- 1 OK, if there are no questions on that, I'll move on.
- 2 I've divided the presentation into two main parts.
- 3 If there are no more questions, we can finish there.
- 4 It's nice to see so many faces.
- 5 Thank you for your participation today.
- 6 If I could just digress for a second, ...
- 7 If you have any questions, feel free to interrupt.
- 8 Right, that brings me to ...
- 9 To sum up, ...

1.6 Knowing Your Presentation Style

Understanding the way the audience thinks is vital to planning the target, the information and the process of the presentation. One more element of preparation is to know your own personal communication style, your strengths and weaknesses in front of any particular audience. In order to choose suitable communication style, pay attention to the following characteristics:

distanced	personal
unstructured	systematic
formal	informal
complex	simple
indirect	direct
emotional	neutral
analysis-oriented	action-focused
facilitating	pushing
time-focused	time-flexible

Read the two alternative openings for the same presentation and then study the points below.

Opening 1

Good morning, ladies and gentlemen, and thank you very much for inviting me here to speak to you. Let me introduce myself - my name is Carlos Pinto and I am the sales director of Downtown Properties. My objective today is to introduce our company and show you how we can help you find the right office for your business. I have divided my presentation into three parts. First I'll tell you a little about the history of our company, then I'll show you some slides of office space that we currently have available, and finally I'll deal with the question of cost. My presentation will take around twenty minutes, and if you have any questions I'll be pleased to answer them at the end. Okay. Let's start by looking at who we are and how the company has developed over the last twenty years (shows first slide, which is a timeline of the history of the company).

Opening 2

I bet you're sick of looking for office space, right? Are you feeling like this? (shows slide with a cartoon of a stressed businessman smart in a small room) Who feels like that? (everyone laughs) Wouldn't you prefer to feel like tills? (shows slide with a cartoon of a relaxed executive in a large, modern office) Now, you all know the importance of location for business success. Well, we can help you. We're called Downtown Properties, and we've been offering rental solutions in this city for more than twenty years. I'd like to find out something from each of you in turn: what is tire single most important reason why you want to move from your current offices?

Opening 1 is more formal, structured and European- style. There are many typical 'key phrases' for presentations. In fact, the whole extract is based on standard phrases for introducing the speaker, introducing the topic, describing the structure of the speech, telling the audience when they can ask questions, moving to the first point, etc.

The advantages of a speech in this style are: it is safe for a non-native speaker; it relies less on personality; it guarantees that all important points will be covered; it makes the structure clear at the beginning; the audience knows' when to ask questions.

The disadvantages are: it might be boring; it might focus on irrelevant information.

Opening 2 is more informal, spontaneous and American-style. There are no 'key phrases'.

The advantages of a presentation in this style are: it is lively; it involves the audience; the speaker can respond immediately to the needs / interests of the audience.

The disadvantages are: it is risky for a non-native speaker; it relies on an extrovert personality; the speaker might lose direction or miss important points.

Most people will use a speech style that is somewhere between these two extremes, and it depends on many things such as the speaker's confidence and personality, the topic, and the expectations of the audience.

Social English and cultural awareness

Here is a question: *Do you think that Americans are more outgoing and informal while Brits are more private and reserved?* We feel instinctively that there is some truth in this. However, having made a generalization, our next reaction's usually: *But wait, that's a stereotype, and anyway it depends on so many other things: age, ethnic group, regional differences, not to mention the individual person.* Everyone will have their own views. The point is simply this: to recognize that the way we think and behave is not the only way. When dealing with people from other cultures, and especially when actually doing business in another country, we need to observe and listen and show respect. That doesn't mean we have to abandon our normal way of doing things – we are also entitled to respect and tolerance from others, and, we cannot just change our personalities. But if we want to have successful friendships and business relationships in an international context, then we have to understand and accept the differences.

Writers in the field of cross-cultural awareness look for opposing behaviors (or values) and then place different cultures at different points along the scale. Here is a simplified version of some well-known cultural differences; many are closely related. Notice how the descriptions are all neutral. There are no positive or negative connotations.

- *outgoing/informal* (share feelings easily with a wide circle of acquaintances) vs *private / reserved* (share feelings with care, and only with close friends and family)

- *live to work* (status comes through professional achievement) vs *work to live* (living a full, rounded, stress-free life is more important than just having money)
- *order* (the rules are the rules - society suffers if you break them) vs *flexibility* (sometimes we can ignore rules - the context, your conscience and friends are more important)
- *hierarchical* (we need clear direction from above to do our jobs properly) vs *democratic* (power should be distributed - everyone's opinion is important)
- *loose time* (deadlines are guidelines) vs *strict time* (delay is failure)
- *formality in names* (using Mr X, Doctor X, Professor X when speaking directly to someone) vs *informality in names* (moving quickly to first names, even for your boss)
- *expressive body language* (people wave their arms, move chairs around freely in meetings, look each other in the eye) vs *restrained body language* (small, subtle facial expressions carry large meanings, physical contact in public or long eye contact is uncomfortable)
- *large personal space* (people stand at a distance when talking) vs *close personal space* (people stand near to each other)
- *self-determination* (we make free choices and control our lives) vs *fatalistic* (our lives are determined by god or destiny or the government)
- *personal fulfillment* (individual initiative and achievement are valued) vs *group fulfillment* (group harmony is valued - Who needs initiative when duties are fixed by tradition, leaders or team needs?)
- *merit* (respect is given to those who have earned it) vs *standing* (respect is given to those with the right age/social class/rank)
- *relationship* (if we can get along well, we can do a good job) vs *task* (if we can do a good job together, we might get closer as people)
- *welcoming risk* ('go for it!') vs *avoiding risk* ('better safe than sorry')
- *innovative* (new is exciting and always best) vs *traditional* ('if it isn't broken, why fix it?')
- *open disagreement* (competition between ideas is necessary to make the best decision) vs *subtle disagreement* (no-one must lose 'face' by being proved wrong in public,

and consensus must be built slowly, so disagreement is signaled using code such as Really? or I'm not sure about that.)

- *multi-tasking* (people handle several things at the same time) vs *linear tasking* (people do one thing properly, and then move on)

- *lunch is a snack* (business and food do not mix) vs *lunch is a pleasure* (and the restaurant is a place to consolidate a business relationship)

- *pride in your country* (more than just football) vs *foreign is best* ('the grass is always greener on the other side of the fence')

Discuss these points, using your own national culture and others as examples. You can refer to the scale below. '1' means the culture is an extreme example of the behavior/value mentioned first. '10' means it is an extreme example of the one mentioned second.

Stereotypes can be dangerous, but they provide useful ideas about communication style. Let's turn to a German-American culture interface as a case study and look at the clash of communication styles which might occur. This could provide a German presenter with ideas on how to develop a presentation strategy².

<i>German presenter style</i>	<i>American audience preference</i>	<i>German presenter strategy for American audience</i>
complicated	simple	
detailed	concise	This audience may see me as
analytical	sloganistic	very serious and boring. I
formal	informal	may need to lighten up a bit
serious	humorous	and come to the point faster
factual	exaggerated	than I usually do.
reserved	personal	
direct + serious	direct + friendly	

Many professionals tackle stereotyping by openly discussing the issue in order to make their communication style more transparent to others. For example, the German

² Schmidt, P. Understanding German And American Business Cultures / Patrick Schmidt. Meridian World Press, 2003. – 116 p.

presenter above could use this introduction to prepare his American audience for his style of presenting, and so avoid unnecessary frustrations:

“I should apologize before I start that I have a lot statistics go through. I know you think that Germans love statistics (*smiles*) and Americans are said to prefer action to analysis. So I will try to be as brief as possible and come to my recommendations. But I think that you will agree that it’s vital to have a clear basis for any action, and I feel this requires some detailed analysis.”

Useful language

SAYING ‘HELLO’

Introductions

Formal: Allow me to introduce (Klaus Newberger).

Informal: (Klaus), this is (Stefania). (Stefania), (Klaus).

Visitors

Hello, it's (Ruth Taylor), isn't it?

It's very nice to meet you, (Ruth).

Do have a seat.

Did you find us Ok?

How was the flight?

Is this your first time in Cologne?

Ritual

How are you? > Fine, thanks, and you Fine.

Nice / Pleased to meet you. > Nice. / Pleased to meet you, too.

Real question

How's it going?

How's life?

SHOWING INTERESTS

Reacting to good news

You must be delighted!

Wow, that's fantastic.

Reacting to bad news

How awful!

What a nightmare.

What a pity!

Poor you.

Reacting with surprise

You're joking! (UK)

You're kidding! (US)

That's strange.

Really?

Active listening

Uh-huh.

Right.

Really!

Add a follow-up question

So what happened next?

Why was that, then?

How Come (Why? / How did that happen?)

What for? (=Why?)

PROBLEMS

Preparing for difficult news

Have you got a moment?

I have an apology to make.

There's something I've been meaning to tell you.

Action

Just bear with me for I'll see what I can do.

Don't worry, I'll deal with it.

I'll do my best to sort it out.

Big requests

I was wondering if you could ...

Is there any chance you could ...

Would you mind ... No, not at all.

Apologies and Replies

I do Apologize, I didn't mean to ...

I'm so sorry, I didn't realize that ...

That's quite all right.

Don't worry, it happens all the time.

LEAVING

Preparing to Go

Is that the time? I ought to make a move.

Oh, so soon? You don't have to rush off just yet do you?

Going

Well. I'd better be off now.

Well, I really must be going now.

It's been really nice meeting you.

Thanking

Thank you so much for ... I really appreciate it.

It was really kind of you to ...

Goodbye

Have a safe trip!

Say 'Hello' to (Isabel) for me.

Give my regards to (Michael)/

Best of luck for ...

Keep in touch!

Time to Practice

1 Underline the words that a native speaker would probably say in the introductions and greetings below.

1. Diana, *here / this* is Steve.
2. Nice to meet you. Nice to meet you, *also / too*.
3. *Pleasure / Pleased* to meet you.

4. Hi, (Kristina), how are you *going* / *doing*?
 5. How's *it going* / *doing*?
 6. How's *life* / *the life*?
 7. May I *present* / *introduce* myself?
 8. You *must* / *should* be Chris Wood, is that right?
 9. How are you? *Fine* / *Well*, thanks, and you?
 10. Hi, (Peter), *good* / *I'm happy* to see you again.
 11. Thank you so much for coming. I really *appreciate* / *appreciate* it.
 12. Can I *have* / *take* your coat?
 13. Did you find *us* / *here* okay?
 14. Water? *With gas or without gas?* / *Still or sparkling?*
- 2 Tick the responses that are both possible and appropriate in a business context.

Cross (X) the ones that are not. More than one may be correct.

1. Allow me to introduce Petra Reinhart.
 - a) Pleased to meet you.
 - b) How are you?
 - c) How do you do?

2. Hi! How's it going?
 - a) Nice to meet you.
 - b) Fine, fine. And you?
 - c) Actually, I'm having one or two personal problems at the moment.
3. Did you arrive last night?
 - a) Yes, of course.
 - b) Yes, that's right.
 - c) Yes, certainly.
4. Could you bring me a glass of water?
 - a) Yes, of course.
 - b) Yes, that's right.
 - c) Yes, certainly.

5. Would you mind opening the window?

a) Yes, of course.

b) Yes, I mind.

c) No, not at all.

6. Do you mind if I open the window?

a) Please do.

b) I do. to.

c) I'd rather you didn't, actually.

7. Wonderful food!

a) Yes, I think so.

b) Yes, certainly.

c) Yes, fantastic.

3 Put the lines of this dialogue into the correct order 1-9. You are introducing Leon to Teodora at a conference coffee break.

a) *You:* Do you two know each other?

b) *You:* Let me introduce you, then. Leon, this is Teodora. Teodora, Leon.

c) *You:* Leon is at UBS - we used to work together in Zurich.

d) *Teodora:* No, we've never met.

e) *Teodora:* Yes, you too.

f) *Teodora:* Ah, so you're at UBS. That's interesting. I work in the area of security for online banking.

g) *Teodora:* Of course, I'd be happy to explain. Perhaps we could have lunch together?

h) *Leon:* Hi, Teodora. Nice to meet you.

i) *Leon:* Really? That's a very important field for us. I'd like to find out more about what you do.

Notice in this dialogue how the person doing the introductions (You) gives some personal information in line c) to help the conversation to continue.

4 Make phrases by matching words from the first column with words from the second.

- | | |
|------------------|-----------------------------------|
| 1. Wow, that's | kidding, right? ('joking' in BrE) |
| 2. You're | change. |
| 3. How | be delighted! |
| 4. Poor | fantastic! |
| 5. You must | news! Congratulations! |
| 6. Yes, of | done! |
| 7. What a | you. |
| 8. That makes a | awful. I'm so sorry. |
| 9. Well | course. Sure. |
| 10. That's great | nightmare! |

5. a) *Look at how B shows interest in this dialogue:*

A: Mary went into hospital again.

B: Did she? Poor her. Which hospital?

b) B replies in three stages. First with an 'echo question', then with a personal response, and finally with a follow-up question to keep the conversation going. Respond to each piece of news below in the same way. First use a phrase from Box A below, then Box B, and finally Box C.

1. I'm going to France next week for a holiday.

2. Hey, guess what. I got that job I wanted.

3. Apparently, hundreds of people were made homeless when the Danube flooded.

4. My car is being repaired - again. It's going to be three days before I get it back.

5. Dave arrived an hour late this morning.

<i>Box A:</i>	<i>Box B:</i>	<i>Box C:</i>
Are you?	Three days - what a nightmare!	What are your responsibilities going to be?
Did he?	Lucky you, I wish I was going!	What did the boss say?
Did you?	How awful for them.	Can I give you a lift anywhere?
Is it?	That's not like him.	Which areas were affected?
Were they?	Congratulations - you must be delighted!	Whereabouts?

6 Complete the two dialogues by using the words in brackets to make whole phrases.

Dialogue 1

Naomi: Frank, have you got a moment? (have / got / moment?)

Frank: Just _____ (bear / me) while I close down this program on my PC. Okay, what's the problem?

Naomi: I _____ (wondering / if / help me). I tried to import a file into Excel and now the whole spreadsheet just looks like a big mess.

Frank: I'm not an expert, but I'll _____ (do / best / sort / out).

Dialogue 2

Emil: Oh no! Now stupid of me!

Roberta: What's up?

Emil: I _____ (have / apology / make). I've put cream in the soup. I could completely forgot you were allergic to dairy products. I'm really sorry, I _____ (do it / purpose).

Roberta: Don't worry, that's quite alright. It _____ (happens / time).

7 Complete the explanations by writing *Sorry* or *Excuse me*.

1. _____ is used: I) before you inconvenience sb;
II) to ask sb to repeat sth (in AmE)
2. _____ is used: I) after you inconvenience sb;
II) to ask sb to repeat sth (in BrE)

8 Complete these three conversation extracts in a restaurant.

Alice: Is that the time? I ought to m_ _ _ a m_ _ _

Pavel: Oh, s_ s_ _ _ You don't have to r_ h o_ _ just yet, do you? H_ _ a_ _ _ _
some more coffee?

(10 minutes later...)

Alice: Well, I really m_ _ _ be g_ _ _ _ now. My flight leaves at 8:30 in the morning. It's been r_ _ _ _ _ n_ _ _ _ m_ _ _ _ _ you. And th_ _ _ _ you s_ m_ _ _ _ for showing me round Prague. I r_ _ _ _ _ a_ _ _ _ _ it.

Pavel: Don't me_ _ _ _ _ it. It was m_p_ _ _ _ _ .

(5 minutes later, outside the restaurant...)

Pavel: Have a s_ _ _ tr_ _ _ ! And s_ _ _ 'h_ _ _ _ _' to Isabel f_ _ _ me.

Alice: I will do. And b_ _ _ _ of l_ _ _ _ for the presentation next week. Bye!

Pavel: Bye! K_ _ _ _ in t_ _ _ _ _ !

9. Exercises 2, 3, 5, 6 and 8 can be read aloud with a partner. Practise them, taking the other role when you finish. Think about intonation: sound friendly and interested.

10. Work in pairs.

a) You meet a colleague during the coffee break at an international conference. You have not seen each other for four years.

- Greet each other and make small talk.

b) Find another pair. One person in each pair knows the other (decide who).

- Make introductions.
- Make more small talk.
- Arrange for all of you to meet in the bar this evening.

c) Now you are in the bar.

- First, each of you tell a short story about something interesting / funny that happened to you recently. The others show interest.

- Then continue the conversation by talking for a short time about some of the following topics:

- interests / sports / home
- current affairs and the economy
- business travel
- cultural differences

d) Now it is the end of the evening.

- Prepare to go and then leave the bar together.
- Say goodbye.

1.7 Using the appropriate style (TIPS)

1.7.1 Style: clarity and emphasis

In contexts like presentations or meetings there is a tendency for advanced learners of English to switch to style which is too complicated and too formal. You might hear something like this in a presentation:

- Consumer tastes and fashions are always in a process of change in the global marketplace, and for this reason in the near future I think it will be necessary for us to look at the possibility of making some modifications to the design of our range of products - in the manner which I have indicated in this next slide, which shows some of initial ideas on the subject.

The extract above would be better like this:

- Consumer tastes are always changing. Because of this, I think we'll have to make a few changes to the design of our products. Have a look at this next slide, which shows some of my ideas.

Here are some other examples of how to simplify language:

You have the possibility to... --- *You can*

There is a chance that it will.. --- *It might*

It will be necessary for us to --- *We need to ...*

the price of commodities --- commodity prices

a document that shows you have insurance for sports that you practice in the winter--- a winter sports insurance document

There is a strong trend to clarity and simplicity in business communication. Simpler constructions and shorter sentences are easier to understand and have more impact. Business people value directness, and complex language can sound indirect or worse (perhaps you are trying to hide something)

However, complex formal language is not necessarily 'wrong'. In some contexts (e.g. legal documents, formal reports) it may actually be valued and expected. You always have to bear in mind the company culture, the expectations of the audience, etc.

There are many individual words that can be used before adjectives, adverbs, nouns and verbs to intensify the meaning. Try reading aloud the following presentation extract two ways: first *without* and then with the words in bold. Both ways make sense, but the words in bold give emphasis.

- Our business is going *extremely* well, but it could be going even better. The *whole* Chinese market is opening up, and I'm *absolutely* sure that there are *many* opportunities for us in that part of the world. It's such a huge market. We *really* can't pretend that we are a global company unless we *significantly* raise our profile in South East Asia.

Be careful: if you use too much of this kind of language it sounds like you are exaggerating and being insincere.

Useful language

Emphasis of ideas in an argument

Above all, in particular

Mainly, mostly, principally, especially

Specifically

Emphasis by intensifying the following word

Very, extremely, (eg extremely successful)

far, considerably, much, significantly, even (eg much cheaper)

fully, totally, completely, absolutely (eg I fully aware that...)

the whole, the entire (eg the whole process)

actually (eg it actually reduces our costs by 5%.)

(absolutely) no... at all (eg There's absolutely no hope at all of...)

Really (eg We really n 't...)

such a... (eg The issue is so complex.)

Clarity

Complicated / formal language - simple / conversational language

It will be necessary for us to... - We will need to...

Our expectations are that... - We expect...

on an official basis - officially

You have the possibility to determine your own preferences. - You can choose.

verify - check

requirements - needs

inform - tell

in spite of the fact that even though

Impact

Short, simple sentences call attention to their content.

Long, complicated sentences take time to understand.

Separating points

In writing, use numbering or bullet points.

In speech, say first of all, ..., secondly, ..., third, ..., ... and finally ...

Position

The beginning and end carry more emphasis: this applies to a paragraph of text, an email, or a whole presentation.

Choice of language depends on context and audience

Report or email? Formal or informal presentation? Level of English of the readers / listeners?

Time to Practice

1. a) Rewrite each sentence 1-6 using the words in brackets below. The number in brackets shows the maximum words for the new sentence.

1 It will be necessary for us to request additional assistance. (need, ask for, more help - 8)

We will need to ask for more help.

2 You have the possibility to determine your own preferences in relation to the colour. (can, choose - 6)

You _____

3 These days the labour unions have a declining influence on governmental operations. (less, government - 9)

These days the unions _____

4 My boss terminated Claudia's employment as a consequence of her ineffective performance (fired, because of, poor - 9)

My boss _____

5 Our expectations are that the price of commodities will go up in value (expect, to rise - 6)

We _____

6 In view of the fact that their requirements are so specific, I suggest that we verify all the details with exceptional care (because, needs, let's check, very carefully- 13)

b) Continue as in exercise 1. b). There are some bigger changes to make, but the meaning of the two versions is always the same.

1 Have an idea in mind for how we can utilize better credit control to make improvements to the situation regarding our cash flow. (know, use, improve - 14)

2 The new regulations state that we have an obligation to stop using the PCs of the company for emails of a personal nature (rules, say, must not, personal emails -14)

3 During the time we were talking she asked a great number of questions with regard to the recent modifications in our range of products (while, lot, about, changes, product range - 18)

4 Your line manager will make an appropriate decision about your bonus, in spite of the fact that the HR department has the responsibility for this on an official basis. (decide, even though, officially responsible- 15)

3. a) Read this extract from a report.

Although we have not definitely determined the causes for the decline in sales volume for March we know that during this period construction work on the street limited the number of customers who entered the store and also that because of staff changes in the advertising department promotion efforts were reduced.

b) It would be clearer if it was broken down into shorter sentences. Put in all the capital letters, commas and full stops in the version below.

We have not definitely determined the causes for the decline in sales for March we know however that during this period construction work on the street limited the number of customers who entered the store in addition we know that promotion efforts were reduced as a result of staff changes in the advertising department.

4. a) Compare versions 1, 2 and 3 of a paragraph from a business report. Before you read statements a) and b) below, think carefully about the differences between the versions (clarity? simplicity? formality?).

Version 1

Business activity started to get better in Q1 and we expect the improvement to continue. Our forecasts show that in Q2 sales for the whole company will go up- perhaps to about € 1.2m . This is an increase of 8 % from the same time last year. Version 2 The upturn in business activity that began in the first quarter should continue. In fact, it might accelerate. Sales forecasts show that total sales from all business units should rise to

around € 1.2m in Q2. This is an 8 % year - on - year increase - much higher than the corresponding figure for Q1.

Version 2

The upturn in business activity that began in the first quarter should continue. In fact, it might even accelerate. Sales forecasts show that total sales from all business units should rise to around €1.2m in Q2. This is an 8 % year on - year increase - much higher than the corresponding figure for Q1.

Version 3

The upturn in business activity that began in the first quarter of the year (Q1) is expected to continue, and indeed might even accelerate. Sales forecasts indicate that the total revenue from all business units combined should climb to a figure of approximately €1.2m in Q2, representing an 8 % annualized increase , which is significantly higher than the corresponding figure for Q1.

b) Which statement below do you agree with: a or b? There is no right' answer!

a) Version 1 is okay. Everything is simple, clear and easy to understand. Version 2 is the best - a little more complexity and formality is right for a business report. Version 3 is too complicated. Non-native speakers might find it difficult to follow, and it lacks impact because it takes time to understand.

b) Version 1 is too conversational and fragmented for a report (although it would be okay in an email summary). It creates a bad image. Version 2 is better. But version 3 is the best - it shows the high standards of formal writing that international companies expect, if some non-native speakers find it difficult, that is their problem - they should improve their English.

5. a) Add the words in brackets at an appropriate place to give emphasis.

1 We *really* can't afford to ignore *such* a good opportunity (really, such)

2 I'm certain that we're in a better position now. (absolutely, far)

3 It's cheaper to use an outside firm for the graphic design work. (actually, much, all)

4 There is no truth in what they are saying-their story is lies (absolutely, at all, whole, complete)

5 It's a risky project -I recommend that we take care. (highly, strongly, the greatest)

6 It's difficult to know whether the advertising campaign is going to work. (just so, actually)

7 I support the Board -they are doing an important job (fully, entire, extremely)

8 I hope we see a rise in sales at Christmas -more than last year. (really, significant, even)

9 We can't decide quickly - the issue is too important. (really, so, far)

10 I agree - upgrading our computer network will take us over budget (completely, entire, way)

b) Practice speaking the sentences to give maximum emphasis and impact.

1.7.2 Style – politeness and softening

Read this dialogue at a reception desk.

A: Good morning, how can I help you?

B: Oh, good morning, I **was wondering** if I could have a quick word with your Finance Director?

A: Do you have an appointment?

B: **Actually**, I don't have.

A: I see. That's **not** going to be **easy**. Mr. Rodriguez is a very busy man.

B: Of course, I understand that, I just **wanted** to speak to him for a couple of minutes, that's all.

A: **Could you tell me** what it is about?

B: Yes. **There seems to be** a mistake on an invoice you sent to my company. I thought it **might** help if I spoke to someone in person about it. I **would** be really grateful.

A: May I see the invoice?

B: Yes, here it is.

A: **Why don't you** phone Mr. Rodriguez about this? **As far as I know** he is in meeting until 10:30, and you **would** have to wait.

B: Yes, I **could** call him. But if there **was** a chance to speak to him at 10:30, I'd prefer that.

The words in bold help to make the language more polite and diplomatic. There are two opposing arguments on this subject:

1. So-called "polite" language just sounds false to me. Why don't people just speak clearly and directly? If you are indirect then people won't know what you mean.
2. People value politeness, and it is worth adding a few extra words to improve your self-image. It allows the other person to 'save face' - it gives them an easier way to say 'no' or to suggest an alternative.

Each speaker of English has to decide for themselves when, and how much, polite language to use. The mind map opposite gives you a range of techniques to choose from. Here are some typical situations where they might be useful:

- You need to ask for a big favor.
- You do not know the other person very well.
- There is a formal context like a large meeting.
- You want to show respect to someone (because of their status, age, etc.)
- The other person is from a culture where formality and politeness are valued and expected.

Read the two different versions of the same email- which one do you prefer, and why?

Version 1

To:

Subject:

We regret to inform you that the software pack you require is not in stock.

We are selling more of this item we expected, and our suppliers are unable to meet the demand. We are hoping to receive more of these packs in the near future, and will contact you as soon as they arrive.

We apologize again for the inconvenience this has caused.

Version 2

To:

Subject:

Thank you for ordering the new software pack- we are sure that it will make a big difference to the productivity of your business.

Many other companies have seen the advantage of using this software, and we have had a very high number of orders. New stock is expected within the next few days, and you can be sure that we will ship it to you as soon as it arrives.

If we can be of further help, please contact us quoting the reference above.

Now read one point of view below. Think about it, even if you don't agree with it.

- Version 1 states the bad news at the beginning and includes the negative words *regret* and *not in stock*. This immediately creates a bad feeling in the mind of the reader. The explanation that follows is clear, but includes the negative word *unable*. There is a promise to send the goods, but it is vague and unlikely to reassure the customer. The closing words leave the reader with a reminder of the bad news, and no suggestion for how to take follow-up action.

- The general problem with version 1 is that it states the facts without seeing things from the reader's viewpoint.

- Version 2 begins with a positive first sentence and reinforces the idea that the purchase decision was a good one. The explanation of why shipping is delayed uses no negative words. The message continues to be positive and reassuring; the closing words offer the reader a way to take follow-up action.

- The style of version 2 is generally more modern. It is more informal, more friendly, and is written from the reader's viewpoint.

Useful Language

DISTANCING

Indirect questions

I need to know...

Could you tell me...?

Negative question (becomes a suggestion)

It would be better to...

Wouldn't it be better to...?

Present > Past

How much do you want to spend?

How much did you want to spend?

Simple > Continuous

I hope you can...

I'm hoping you can...

Past + Cont. (gives 2 levels of distancing)

I wonder if I can...

I was wondering if I could ...

I hope you will...

I was hoping you would...

Using the passive to de-personalize an issue

You promised us...

We were promised...

First Conditional > Second conditional

If there's a chance to... I'll be very grateful.

If there was a chance to..., I'd be very grateful.

GIVING AN OPINION

Making it personal than general

I think ...

I suppose ...

I reckon (informal) ...

Information may not be true

Apparently ...

It seems that ...

As far as I know ...

To the best of my knowledge ...

Reformulating something too strong or too definite

Or rather, ...

I mean, ...

That's to say, ...

At least, ...

SOFTENING

Introducing a polite refusal or bad news

I'm sorry but...

I'm afraid (BrE)...

Unfortunately, ...

Actually, ...

Can > could

Will > Would/ might

We could try to...

We would have to ...

That might be difficult.

Seem

There seems to be/ It seems that there is a misunderstanding.

A small/ a slight+ noun

There may be a slight delay.

A bit/ slightly+ adj.

The price is slightly higher than last year.

Just

Could I just interrupt for a moment?

Negative-sounding adj. > not+ opposite

That's wrong< With respect, that's not quite correct.

Your products are expensive. > Your products aren't cheap.

You said > I understood

I understood that the discount was 4%.

Use of vague language

Did you read me e-mail?> Did you have a chance to read me e-mail?

There are two things I need to discuss with you?> There are a couple of things I need to discuss with you.

It's getting late. I have to leave. > It's getting kind of late. I guess I should leave soon.

Time to Practice

I a) Read the two proposals below. Highlight the words and phrases that make Proposal A tentative and Proposal B more positive and convincing.

Proposal A

Let me then turn to the third and final option which is to move to new offices near the airport. There are some drawbacks to this option as the process of finding a location, building to our specifications and moving will be costly and time-consuming. We shouldn't worry too much about these drawbacks though as the advantages outweigh the disadvantages. I suggest that we find a location where we can build to our specifications in a way that reflects our corporate image. Clients could get to our offices more easily from the airport and we should be able to build an underground garage so that there we'll be more visitor parking. In addition, you find good accommodation around the airport. Hopefully, we could restructure the offices so that we maybe can improve internal communication and leave room for new departments as we perhaps grow. We should stick to our corporate values and many of our staff will probably stay with us.

Proposal B

Let me then turn to the third, final and best option which is to move to new offices near the airport. There could be some minor drawbacks to this option as the process of finding a location, building to our specifications and moving might be costly and time-consuming. We should not worry about these drawbacks though as the advantages far outweigh the disadvantages. I strongly recommend that we find a location where we can build to our specifications in a way that reflects our corporate image. Clients will get to our offices more easily from the airport and we are going to build an underground garage so that there will be more visitor parking. In addition, you do find good accommodation

around the airport. What we'll do is restructure the offices so that we'll certainly improve internal communication and leave room for new departments as we grow. We plan to stick to our corporate values and to keep most of our staff.

b) Make the statements below more convincing by changing or adding vocabulary.

- 1 I hope you understood my message.
- 2 Perhaps it will be successful.
- 3 We could do that for you.
- 4 This is an interesting idea.
- 5 Maybe we should go in that direction.
- 6 I think you should go with this campaign.
- 7 These findings might indicate we should do this.
- 8 You never know but it could be right.

c) To strengthen your proposal, you can emphasise words that are often contracted and / or add and stress auxiliary verbs (do, does, did). Read this extract aloud stressing the words in bold.

We should **not** worry about these drawbacks though as the advantages far outweigh the disadvantages. Clients **will** get to our offices more easily from the airport and we are going to build an underground garage so that there **will** be more visitor parking. In addition, you **do** find good accommodation around the airport.

d) Strengthen the statements by giving the full form of contracted words and / or adding auxiliaries.

- 1 I think it's time for a change.
- 2 We don't believe this is a good idea.
- 3 The candidate didn't meet our requirements.
- 4 He met all our requirements.
- 5 She's going to write a new specification.
- 6 This isn't an option I recommend.
- 7 The research shows that we have to modify the product.
- 8 What they're proposing isn't feasible.

2 Make the sentences below more polite or "soft". Use The words in brackets.

1. We have a problem. (seems / slight)

It seems we have a slight problem.

2. Can I interrupt? (could / just / for a moment)

3 There'll be a delay. (might / just / small)

4 You said you can deliver by the end of March (understood / could)

5 Our competitors are expensive/ (I'm afraid / not very)

6 It would be better to ship to Rotterdam. (wouldn't / Rotterdam?)

7 There are three things I want to discuss. (one or two / wanted)

8 I assume that the paperwork is okay. (am)

9 We're unhappy with the quality of this repair. (I'm sorry / not very)

10 We expected a more flexible response. (hoping for / slightly)

11 Please show me round your factory. (I / grateful for the chance / have a look round)

12 Please show me your designs for next season. (was wondering / I could / a quick look at)

13 You don't understand how important this is. (With respect / don't seem)

14 You must give us more time. (We / appreciate it / if / could / a little more)

15 I can speak to my boss about it, but I don't promise anything. (suppose / could / but / not promising)

16 Their business is going very badly. (apparently / not / well)

17 There are some technical problems to sort out. (far / I know / just a couple of)

3 *The first sentence below is too definite - or just wrong. So the speaker reformulates it in the second sentence. Make a phrase using the letters in italics.*

1 He doesn't seem very experienced. *a e l m n*

I mean he hasn't been in the company very long.

2 The project is not going to finish on time. *a A e l s t t* _____, I don't think it will

3 I'm meeting her on Tuesday. *a e O h r r t* _____, Wednesday.

4 I'm not working for them again. *a a o h ' s s T t t y* _____, not unless they pay me more.

4. a) *Read the dialogue below.*

A: I think you have the old price list. The prices quoted there are not current.

B: But your sales consultant gave this list to me just last month.

A: We've had some big increases in our costs recently. Raw materials are becoming a lot more expensive. We had to raise all our prices by 4% from the beginning of this month.

B: I see. Is there any way to avoid the increase?

A: Well, you could switch to another product with a lower performance. If you do that, you'll save money.

B: No, I don't want to do that. What about if we increased our order?

A: I see what you're saying. But that's going to be difficult. You already have a very generous quantity discount.

B: But is it possible?

A: How many more units are you thinking of?

B: Perhaps another 500 units a month.

A: I'm sorry, but an increase of that size will not be enough to give you a bigger discount.

b) The small numbers come at the end of a sentence that is going to be changed.

Make a script by writing a new version on a separate piece of paper:

1: change an active to a passive, leaving out who does the action

2: add the word unfortunately

3: add the word slightly

4: change a first conditional (if + present) to a second conditionals (If + past)

5: change a negative-sounding adjective to not + the opposite

6: change a present continuous to a past continuous

7: change will to would

c) Practice reading aloud the new version. If possible, work with another person and change roles at the end.

5. a) Read this email. It is saying 'no' to a request for a refund for an unwanted product.

To:

Subject:

Im am writing in relation to your request for a refund for shoes that you ordered from our website. Thank you returning the shoes, which we received this morning.

Unfortunately, we are unable to send you a refund. We examined the shoes and found that they had been used outside. This means that we cannot resell the item to other customers. We will return the shoes to you, and you should receive them within ten working days.

We trust that you will understand our position and we regret any inconvenience caused.

b) The email below is a more positive and friendly alternative. First make phrases by matching an item from the left column with one from the right. Then use the phrases to complete the email.

consider the sale

conditions

in the	stated
suitable for	final
terms and	days
with the relevant	circumstances
this is clearly	to do
we are willing	resale
within ten working	section highlighted

To:

Subject:

You have a right to expect the best possible service from Shoes4U, and
¹ _____ as much as we reasonably can to make things right.

With returned items, we generally give refunds. Of course, all returned items must
 be in new condition and ² _____. You will notice that ³ _____ in the
⁴, _____' section of our online order form. I attach a copy of this form ⁵ _____.

We examined the shoes you returned to us and found that they had been used
 outside. ⁶ _____, we must therefore ⁷ _____.

We are returning the shoes to you, and you should receive them ⁸ _____.

We look forward to serving you.

6. a) *First read the email below. It is a refusal to a request to speak at a conference.*

To:

Subject:

I am sorry but I am unable to accept your invitation to speak at the annual
 conference of the National Association of Small Businesses (NASB). I am going to be
 very busy during that period and cannot clear the time in my schedule.

In any case, thank you for your invitation and I wish you every success in the
 organization of your conference.

*b) The email below is a more positive and friendly alternative. Put the sentences
 into the correct order, and into paragraphs.*

Paragraph 1: ____ ____

Paragraph 2: ____ ____ ____ ____

Paragraph 3: ____ ____ ____

a) Unfortunately, my time is already fully committed over that period, and so I must suggest that you get someone else.

b) Thank you for your email inviting me to speak at the annual conference of the National Association of Small Businesses (NASB).

c) As you know, presenting a paper to an audience of such experienced professionals requires a good deal of thought and planning.

d) Anyway, thank you again for the invitation, and if I can help you further in your efforts to get a speaker, please get back to me.

e) It's a great honor to be asked to speak at this event, at the work of NASB in promoting small businesses is well known.

f) I'm sure the conference will be a great success.

g) Martha is an outstanding speaker and an expert on financing issues for small businesses.

h) May I recommend Martha Ballard, a colleague of mine?

i) Good luck with everything!

7 Look back at the second (more friendly) email in exercise 6. Choose the statements below that are true about this email.

1 the writer shows he / she values the request

2. the writer gives a reason for refusing the request

3. the writer uses no negative words

4 the writer makes a helpful suggestion

5 the writer ends formally as a sign of respect

8 Brainstorm two typical situations where one person has to be polite to someone else. You can have a mixture of business and non-business situations.

- Write the script for each conversation.
- Practise reading the script with a group mate.

2 Presentation Structure

Having gathered and processed the information and ideas that you want to include in your speech, you should organize your speech. A well-organized speech is *simple* and *instantly intelligible* to listeners.

In this unit we examine some organizing or structuring principles and techniques for business presentations which can support the delivery of a clear and effective message to the audience.

There are three essential elements that make a speech clear and comprehensible. They are the *purpose-sentence*, the *main points* and the *thought pattern* of the speech.

Purpose-Sentence

Any public speech, unlike a private conversation needs a definite purpose. The speaker wants the audience to *know* something, to *understand* something, to *believe* something, to *do* something. Therefore, in order to keep in mind where your speech is supposed to go, it is useful to write it out in a clear cut Purpose-Sentence, and stay by it while planning the speech.

Purpose-Sentence is a proposition, which the speaker carries out, or defends. It is a seed, from which a speech grows.

Examples of Purpose Sentences are as follows:

Tolerance is one of the qualities of an educated person.

Immaturity is the most common source of material conflict.

The death penalty is sadistic.

Censorship in any shape or form is not compatible with freedom.

Main points

The speech should be broken into several small and compactly handled parts instead of being carried to the audience in one large lump. The number of such parts is usually two or three, occasionally four or five, almost never more than five.

There are two reasons why speeches usually have only two or three main points.

(1) Any idea, if carefully analyzed, can be resolved into a very few basic parts. This impairs the symmetry, coherence, or logic of treatment.

(2) The audience cannot remember too many main topics. If a speech has two or three well-chosen and well supported main points, the average listener can remember them and carry them away; but if a speech has more, the listener is hopelessly confused and carries away only fragments and disarranged impressions.

Phrase the main points concisely (use the fewest possible words) and state them in terms of the listeners' immediate needs, impelling motives, patterns.

Thought Pattern

Among the common thought patterns for arranging speeches are the following:

1. *Chronological Order*. You begin at a given date or period of history and move forward (or backward) with time.
2. *Spatial Order*. The material should be arranged according to any pattern of space – east-to-west, far-to-near, top-to-bottom, inside-to-outside. This pattern is especially useful for description or simple exposition. The overall picture is considered initially and then the detail is examined or vice versa.
3. *Classification Order*. The material is classified by identifying related forms and activities.
4. *Cause-and-Effect Order*. Material arrangement is fulfilled according to the causes and results of a condition or situation. It is necessary to distinguish the real causes and the mere accidents of time.
5. *Problem-Solution Order*. In accordance with this thought pattern, the problem is examined first, and then a solution or solutions are put forward. You should bear in mind that it is impossible to “solve” global problems in five-minute speech. Instead you can draw attention and keep at solving them.

It is quite acceptable to use more than one thought pattern within a speech. The one(s) that are used will depend on the subject matter and the audience being addressed.

Time to Practice

1. a) *Select five from the following speech subjects below and state the thought pattern you might use for a speech on those subjects:*

The 1849 Gold Rush

Types of reference books

The rise of Hitler

Juvenile delinquency in Russia today

The Depression of 1929

Money- raising

The First World War

The roots of international terrorism

Can pornography be controlled?

Chain store methods

Balanced diet

Youth hostels

Giving first aid

Winning friends and influencing people

How to improve your memory

The incredible Louis Armstrong

Emotional intelligence

b) Select a subject from Assignment 1. Next, select three specific aspects of this subject, each of which would be suitable for a speech. Now phrase the central idea of each of these aspects into a suitable Purpose-Sentence.

2.1 Business Presentation Structure

Business presentations often use a business case as an organizing principle. Here are three examples of common approaches:

Approach 1: Proposition – Background – Challenges – Action

Look at this structure of a presentation aiming to convince board members to set up joint venture in China.

Proposition Make proposal to set up joint venture in China

Background List reasons why it's important to do business in China

Challenges List reasons why you can't do business there without a joint venture

Action Summarize main reasons to set up joint venture and list action points

Approach 2: Proposition – Negatives (problems) – Positives (why change) - Action

This model has a different structure to achieve the same result.

Proposition We need to set up a joint venture to do business in China

Negatives Problems we are having without a joint venture

Positives Successes we would have with a joint venture

Action Calculate sum of benefits and list action points

Approach 3: Attention – Need – Satisfaction – Deficit – Action

This approach works at a more psychological level and aims to touch desires, needs and motivating factors to convince an audience.

Attention Get audience's attention with a creative opening – make people wait
sten to you

Need Present problem so that audience will respond strongly with the
ing 'this is not right' and 'something needs to be done'

Satisfaction Introduce solution which audience will support strongly and
enthusiastically with the feeling 'this is what I would do'

Deficit Show consequences of *not* adopting suggested solution. The target
is to make the audience think 'If I don't do this, I will be in a worse
tion.'

Action Move to action statement which will inspire trust and belief in the
speaker, and in you as a person

Here are four common presentation contexts in business.

Introducing the organisation

Presenters frequently use organisation charts as a structuring principle when introducing their company. But be very careful when using this approach. Such presentations can quickly become boring and run the serious risk of losing an audience's interest unless presenters integrate some analysis to highlight interesting and relevant features of the organisation they are presenting.

Updating with the latest figures

Showing the development of a business activity over a period of time (e.g. monthly reports) with closing recommendations for action is a central organizing principle for many presentations. It allows solid evidence (figures, results) to form the basis of strategic decision-making. Again, presenters need to work hard to find highlights to avoid drowning the audience in an ocean of figures.

Comparing company locations

Sales presentations are often structured using the various locations of the company around the world:

‘I’ve structured the presentation into three main sections. Firstly, I’ll start with North America, our major market and look at developments there. Secondly, a quick overview of the European sector with some highlights. I’d like to finish with two key emerging markets, Brazil and China, as I think these represent major opportunities for the future.’

Such structuring can allow interesting contrasts and comparisons of different departments, sites and product lines in key areas such as efficiency and profitability.

Analysing the market

There are a number of analytical tools which provide structure to a presentation. Matrix-style formats such as the Boston Matrix, or Michael Porter’s force analysis³ are widely used to examine product portfolios or market positions. Other approaches such as SWOT (strengths, weaknesses, opportunities and threats) or STEEP (social, technological, economic, environmental, political) enable presenters to analyse significant factors affecting product and corporate performance.

Time to Practice

1. Read this extract from a presentation. The presenter works in the human resources department of a multinational manufacturer. The audience are potential graduate recruits.

³ ‘How competitive forces shape strategy’ Harvard Business Review 57, March-April 1979, p. 86-93

So, what is our second graduate programme?

This is our high potential Summit programme that will take the best among you to the top, the very top. This is a very exciting option for those of you who are truly looking for variety, opportunity and challenge. The programme enables you to take on three different assignments in three countries in three years and at the same time study for postgraduate management and language qualifications.

It's a challenge, a real challenge. Your first assignment takes place in your home country, the second at our headquarters in San Diego and the third in another country where we expect you to learn a new language. Of course, we pay for all your relocation and study expenses. In fact, our support is very generous, indeed more generous than anything else you'll find on the job market. But in return you have to be flexible, hard-working and self-motivated because this programme is not a holiday but a boot camp. You will work, work, work and study, study, study. We test you and you test us. If you successfully finish the three assignments, you are not simply at the end of your training, but at the beginning of a fast, interesting and rewarding career path on your way top, the very top.

Let me give you an example of a Summit success story. This is Milena Gawczynski. She had the best degree of her year from Warsaw University and MBA that she completed during her year with us in San Diego. Her third year on the Summit Programme was spent in Barcelona where she initiated a project to improve communications between our southern European manufacturing plants. She speaks fluent Polish, Russian, English and Spanish and is currently head of our Central European Services office in Prague.

As you can see, our standards are much higher than other companies. Our assessment centre is far more rigorous than all the others presented to you today. That's because we only want the best and of course you'll get the best from us. Our 'summiteers' earn above average salaries and performance bonuses. Our mentoring scheme, international networks and development programme are second to none. If it's variety, opportunity and challenge you're looking for and you know you are the best, then, our

Summit Programme is the one for you. It's the only one that will take you to the top, the very top.

HR Department

Can you single out the organizing principle of the presentation? Does its structure correspond to one of the structural approaches described above?

2. Acronyms like SWOT and STEEP can offer fun and punchy ways to structure messages. Guess or find the meaning of these business acronyms:

- SMART
- FAB
- GROW
- DRIVE

Find more examples of acronyms in business and everyday life in different languages.

3. You can't always rely on borrowing other people's acronyms. What acronyms could you create to communicate an interesting and engaging message for a presentation? Give the topic and the target of a possible presentation and prove the choice of your acronym.

2.3 The Outline of a Speech

An outline allows you to inspect your speech as a whole: check the thought pattern and the key points test the nature and amount of your supporting materials, spot weak points and digressions.

It is reasonable to organize the outline into three parts: the beginning, the main body, and the ending. Ordinarily these are known as *Introduction*, *Body* and *Conclusion*. Most introductions total about 10% of the whole speech; the average conclusion is even shorter than introduction – approximately 5% of the whole speech. These proportions obviously vary.

It is highly advisable to start with the Body of the speech; then prepare Conclusion; and, finally, write the Introduction.

The main *body* of a speech contains three or four main points related to the topic and the purpose of the speech. These main points will constitute the simplest outline of your speech.

Example: Speech entitled “Applying for a Job”.

I. Find the desired position.

II. Write a resume.

III. Schedule appointment.

IV. Behave appropriately during the personal interview.

To develop your outline, write down each key point in a simple sentence, with an active verb; beware of winding sentences and dangling clauses.

Examples:

- Problems of this generation

(Wrong: not a sentence, but only a meaningless clause)

- It is because of the fact that we do not know how serious were the crises that people faced in other generations and other centuries, that we underrate the relative seriousness of the crises of this generation with those of the past. *(Poor: winding and dangling, too wordy)*

- Every generation faces crises and each generation says, “My crisis is the worst ever”. *(Good)*

Next, check your group of main points to insure a consistent and simple thought pattern.

Example:

I. The tendency to glorify the common mind, typified by the athlete and glamour girl is a positive danger to American democracy. *(Problem)*

II. The challenge to higher education is to arouse latent interest in the uncommon mind. *(Solution)*

III. Institutions that try to meet this challenge will have rough sailing but will perform a vital service. *(Solution)*

Now check the main points to be sure they sustain the central idea.

Example

Purpose-Sentence

Public opinion polling is not an exact science but it is accurate enough to be a useful tool for a social scientist.

Main heads:

I. Sampling methods are now based on statistically reliable processes like the quota-controlled sampling or the area sampling, with a known percentage of error.

II. Information thus gathered has invaluable uses, from promoting worker management relations to aiding Congress in passing laws.

After outlining the Body of your speech, determining the main points and deciding on an appropriate thought pattern, you next need to prepare the Conclusion, and finally, the Introduction.

Conclusion should include:

- a summary of the information presented;
- Memorable Concluding Remarks.

Introduction also falls into two parts:

- an Attention-Getting Opener;
- a Preview of what you are going to cover before you actually begin the Body of your speech.

Thus, a possible *structure for a speech (presentation)* can be the following. Use it as a planning checklist - you don't have to follow every step, but at least consider all the points.

- *Attention-getting opener* - something that you say or do at the beginning that gets the attention of the audience: a visual aid, a story, a joke, a surprising fact, a reference to 'here and now' (the audience, the place, etc).

- *Preview* - thanking the organizers for inviting you, a few words about yourself, telling the audience the topic and structure of your presentation, making it clear whether questions should be kept to the end or not.

- *Body (message)* - the main points of your presentation. Decide on just three key points at the planning stage and write them down as three short sentences. This will focus your mind, and more than this will be hard for the audience to remember. Perhaps, use these three sentences as the final slide in your presentation. Make it clear to the audience how your message connects to their needs / interests. Use practical, easy-to-understand examples to make your points clear.

- Summary – recap (recapitulation) of your main points;
- Memorable concluding remarks – it can be a link to your opener or something different to give a sense of closure.

All the components are connected with *transitions* – sentences that provide connection between ideas and paragraphs. Transitions help to make your speech flow better. They can turn disconnected pieces of ideas into a unified whole, and prevent the audience from getting lost in your speech.

Making Note-Cards

Most people sound very stilted when they read their speeches from the script. On the other hand, it's impossible to memorize the speech to the letter. So having notes on small cards while speaking gives a performer a very good feeling of security and helps stay focused.

There are some tips about using note-cards that you may find useful:

- Use reasonably large cards (10×15 or 15×22 cm).
- Write on one side only, number the cards.
- Have a separate note-card for your Thesis (Proposition) and for each of the Main Points of your speech.
- Circle the words that you want to stress and put a slash where you want to pause in your speech.
- In more detail write out the note-cards for the Introduction and the Conclusion of your speech as they are crucial.

Example

NOTE-CARD 1

Attention grabber

In my hand / I have the prototype / of a new computer-enhanced electronic microphone / that is so sensitive / it can pick up the sound of a fly / walking across a pane of glass / a block away.

Sounds incredible, right? / But it's true!

Topic

Today I'm going to speak about electronic espionage in business and industry.

Preview

My presentation will cover three aspects of electronic espionage in business and industry:

- Different types of devices used in electronic espionage.
- Ethical implications of using electronic espionage.
- Advantages of using such technology in business and industry.

Time to Practice

1. *Use the following steps in outlining a magazine article:*

- First, determine the central theme, and then phrase it into purpose-sentence.
- Next, study the thought movement, and then write out the main heads.
- Finally, set down the supporting material.

2. *Go to hear a speaker or watch a video-recorded speech, and then make a critical evaluation of the speech you heard:*

- Did the speech have a definite purpose? If so, was it stated in plain words, or only implied? Where in the speech was this done?
- Did the speech have definite main heads? If so, were they stated clearly? Were they arranged in a clear thought pattern?
- Was there enough supporting material? Was it arranged in a clear thought pattern?
- If *you* were giving this speech, how would you change the outline?

3. *Write out a thorough outline of the next speech you are going to make. Follow the suggested general order of preparation: Body, then Conclusion, finally Introduction. Remember to include all five components: Attention-Getting Opener, Preview, Body, Summary, and Memorable concluding remarks.*

3 Presentation Techniques

The ancient Greeks were famous for their love of arguing and debating in public places - people like Plato and Aristotle gave the best presentations of their day. They thought that the best form of argument was reason, but they recognized that because of human weakness two further techniques would always be used: appeal to a person's good character and appeal to the emotions. These three techniques together they called 'rhetoric', and nowadays we use the expression 'rhetorical language' to refer to language that is deliberately intended to persuade and influence. You will see a summary of the most common rhetorical techniques in the mind map opposite. Some would be recognizable to the ancient Greeks, others are more associated with the language of advertising or public relations. All are useful in business presentations — they add a bit of colour to what would otherwise be a rather dry and boring talk. But use them with care: they can sound false and manipulative if used too often or too obviously.

Below is a short presentation that uses many of the techniques opposite. How many of them can you spot? Check afterwards with the Answer Key, then read it aloud, emphasizing the rhetorical techniques.

This year marks our fiftieth anniversary as a life insurance company. And over those fifty years, we've seen a lot of life. We've seen anger and joy. We've seen bad times and good times. Social change has been dramatic. But over that time one thing has been constant: our commitment to innovation, quality and value.

That's why we're still here and growing. We understand our customers. We know what our customers want. They want financial security — for now, and for the generations who follow. In these changing times, they want a solid future.

What about you? Perhaps you want to build funds to pay for your children's college education? We have a plan that's right for you. Perhaps you want to provide for your children in the event of you having an accident—or worse? We have a plan that's right for you. Perhaps you want to turn your regular savings into a guaranteed retirement income for your golden years? We have a plan that's right for you.

All that is for families. But families aren't the only ones to benefit from our products. We also provide business owners with financial incentives to offer their employees. With our products, you can give your staff pension plans, health plans, and life insurance. Those are the things that really count in a compensation package, those are the things that make a worker feel valued. And we all know: a happy worker is a productive worker.

I encourage individuals, families and business owners to take time today to create financial peace of mind tomorrow. Thank you.

A key element in 'persuasion' is effective use of your voice. Above all, this means using pauses for emphasis and dramatic impact. Try reading aloud the above presentation again. Do it several times in different ways. Experiment with pauses, volume changes, and intonation. Exaggerate for fun; create a sense of drama.

In a presentation it is essential to transmit self-confidence and build trust. To achieve this, key issues are:

- Good eye contact. Looking directly at the audience is vital — it is always a mistake to read from notes, or have your back to the audience.
- 'Being yourself'. This means using your strengths and not trying to be something that you are not. If you are normally funny, then use humour, otherwise don't. You want your natural personality, and your natural interest and enthusiasm for the subject, to come across to the audience. This won't happen if you are thinking all the time about presentation tricks and techniques.

If you begin to feel nervous at any time, the best advice is: stop, breathe, smile, and look around the room. One slow, deep breath will give you a sense of calm and help to

lower your voice and reduce its speed. Smiling and looking around the room will give you and the audience some human contact.

Another useful technique — good at any time, not just when you are nervous — is to throw the presentation back to the audience. Ask them a question, or ask them if they have any questions to ask you.

Finally, planning is everything, Fail to prepare and prepare to fail. This means:

- Be clear about the 3—5 points you want the audience to go away with.
- Know your audience (especially their level of background knowledge).
- Prepare your notes (key words — perhaps on numbered cards).
- Think of ways to present the information visually (but keep slides clear and simple).
- Get to the room early to practice with the technology and check the seating.

The main ideas of your speech should be supported by material that develops, proves and clarifies them (Scheme 1).

The forms of support or techniques are the following:

1. Definition and Explanation.

It is necessary to define the *essential terms of speech*. Specifically there are two types of terms that need defining:

- technical words, complex words, or strange words that listeners wouldn't know, e.g. *subliminal perception* (psychology), *depth of field* (photography), *counterpoint* (music), etc. When you use such words, define them and illustrate their meaning.

- familiar words that we use frequently and loosely, but which have many meanings to different people. Some words have no real meaning, but only emotional associations, e.g. *mentality*, *fashion*, *honesty*, etc. Spoken glibly and undefined, they become trigger-happy releases for emotions, but without form or clear concept.

Among methods of definitions are:

- *definition by authority;*
- *definition by classification;*
- *definition by negation;*
- *definition by comparison or illustration.*

Before developing a definition or explanation, it can be helpful to refer to the dictionary in order to familiarize with points, which hadn't occurred to you. The definition you give represents a personal interpretation, and may even contradict the dictionary as long as the explanation is clear and reasonable. While formulating the explanations, remember they should be short and concrete.

2. Factual Information

This is the most elementary type of supporting material, plain facts and figures that have great persuasive power. Your task is to get a selection of *pertinent facts* which is always "subjective" as the choice depends on person's education, life experience and set of values. Therefore, there are no "impartial" facts. The main thing here is not to twist the facts to support your view and not to suppress the facts that support a different view.

Figures are an effective form of explanation if used wisely and sparingly. There is no point in loading speech with too many figures – the audience won't remember and often won't really listen to them. On the other hand, used wisely and sparingly, they make clear an otherwise vague idea.

Statistics are not the same as ordinary figures. They are groups of facts scientifically collected and classified on the basis of relative number of occurrences as the ground for induction. Statistics are used in reporting the mass data of economic and social trends, business conditions, and public-opinion polls. Beware of "pseudo statistics" and "the well-chosen average".

3. Illustrations

There are three kinds of illustrations:

- *factual*, which tells of an event that actually happened;
- *hypothetical* – an illustration of what "might have been", or "could be";
- *specific instance* – condensed example; it names the person, place, date, or event, but doesn't develop it by detail.

Example

Main point (assertion)

Great achievements have been made by men and women under 30.

Specific instances

Henry Ford had produced his first automobile.

Alexander Graham Bell invented the telephone.

Mozart had published over 200 of his musical compositions.

Margaret Mitchell had finished half of the book “Gone with the Wind”.

Illustrations make it easier for listeners to understand all your line of reasoning. Remember about three perception types all people fall into – auditory, visual and kinesthetic.

4. Comparison and Contrast

Comparison measures similarities. It connects the known with the unknown, the more familiar with the less familiar.

Example: “The driver is safe when the roads are dry; the roads are safe when the driver is dry”.

Contrast is a measurement of opposites. We often see a thing more clearly when we see its opposite, heightened by contrast.

Example:

Poetry differs from prose in that it talks to the reader in many ways at once and thus says more in fewer words. In the first place, poetry more actively involves the reader’s ear... Finally, poetry more successfully communicates the author’s feelings...

The following example shows how comparison can be used as supporting material:

Example 1

Main point (assertion)

New York is not merely a large city, it is a melting pot.

Comparisons

It has more Irish (500000) than Dublin.

It has more Spanish (2160000) than Madrid.

It has more Italians than (692000) than Florence.

It has more Russians (243000) than Kostroma.

Example 2

Do you want high safety at low cost? Global reach – local solutions

5. Testimony

In questions of judgment and complex ideas, we accept the authority of qualified experts. In reading a book we must accept, or reject, the authority of the author. Authority of famous, glamorous or successful people is often used in modern advertisement of different brands and products. This technique, known as *endorsement*, has been overexploited nowadays.

Testimony is not only used for proof; it is also used for vividness. Others have stated ideas so vividly that you can often reinforce argument, or make ideas clear, simply by quoting their lucid words.

For example, it seems impossible to say better about experience than Aldous Huxley did: “Experience is not what happens to you, it is what you do with what happens to you”.

6. Repetition and Restatement

Study the following *example of repetition*:

“We shall defend our island, whatever the cost may be. We shall fight on the beaches. We shall fight on the landing grounds. We shall fight on the fields and in the streets, and we shall fight in the hills. We shall never surrender.” (Winston Churchill)

Here the speaker repeated the same idea four times in the same words. Skillful repetition drives the idea home. It also has persuasive force. Advertisers habitually use it, so buyers will remember their goods.

When an idea cannot be understood through one single statement, use *restatement*, or say the same thing in different words. Restatement gives the audience time to think and digest the idea slowly as they come to understand its full meaning.

The written statement below can be presented in a number of different ways depending on the point the presenter wants to stress.

We need a fundamental change in management strategy.

Now read these examples aloud and pause for two seconds before the repetition.

What we need, what we need is a fundamental change in management strategy.

We need a fundamental change in management strategy, in management strategy.

It's a fundamental, a fundamental change that we need in management strategy.

We need a fundamental change in management strategy, a fundamental change in management strategy.

Study the following kinds and examples of repetition:

Sounds

Beginning of word:

Software for leisure and learning

Stressed syllable in middle of word:

And we call our shop: Planet Organic.

End of word:

We need negotiation, Not confrontation.

Words

We deliver on time, every time. This device is powered by a tiny battery. It's a battery that lasts 40% longer than the one in our previous model. Yet this same battery weighs less than a paper clip.

Sound+Structure

Beat the rest – choose the best. You 'll feel happy and healthy, relaxed and refreshed.

Words + Structure

Saving time is good, saving money is better. Wherever you are, whenever you need us, we'll be there.

Stop-and-start repetition

What's the problem? The problem is ...

Just take a moment to look at our results. Results that have made us a leading player in the financial services industry.

Rhetorical questions

Rhetorical question is a figure of speech in the form of a question posed for its persuasive effect without the expectation of a reply (e.g. *Why me?*)

Rhetorical questions encourage the listener to think what the answer (often obvious) to the question must be. When a speaker states, “*How much longer must our people endure this injustice?*”, no formal answer is expected. Rather, it is a device used by the speaker to assert or deny something.

You don’t expect an answer

Can we really get involved in this project when our resources are so limited?

You give the answer yourself

What’s the solution? You can see it right here on this next slide.

7. Description

Description tells how a thing looks, feels, tastes, smells, or how it acts. In other words, it creates places, things, and people for the listener’s personal inspection.

To make a description effective, determine the purpose and stay by it. Make description brief. Few speakers have the power to hold attention long by description.

8. Narration or Storytelling

*Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story
and it will live in my heart forever.*

Indian Proverb

Narratives take many forms – among which are the story, historical incident, and anecdote. They must be concrete, interesting, and full of action. They can create suspense, or arouse laughter, or depict tragedy. If you use narration, organize it so it goes from somewhere to somewhere else – and sits down when it arrives.

9. Visual Aid Material

Visual aids – objects, models, pictures, charts, diagrams, maps, films, and slides – sometimes better serve the purpose than word-of-mouth descriptions. They add variety, capture attention, illustrate concepts, and provide entertainment. Visual aids help your audience (“visual types”, in the first place) to actually see and experience what you are talking about. They also help the speaker get organized.

The rules of effective use of visual aids are the following:

- Make the visual aid large enough to be seen by all; otherwise it'll be only an annoyance. Keep the letters large (the minimum letter length should be two inches). Use colours where appropriate.

- Keep charts, maps, and graphs very simple. Do not crowd too many details in one visual aid. They distract attention and lead to confusion.

- Reduce the number of slides you prepare. It is difficult to move flexibly around a subject if you have planned a linear delivery using over forty slides. Remember, though, that reducing the number of slides means you have to keep more content in your head, so more rehearsal is necessary.

- Use creative slide formats. Slides with a lot of content, especially those with just bullet points, will restrict your ability to improvise your input on complex subjects. It may be interesting to experiment with more conceptual and graphically-oriented slides which allow you to approach topics different angles, depending upon audience reactions or interest during the presentation.

- Talk to the audience instead of to the chart. Learn the art of keeping the pointer properly placed at the board while you are looking at the audience.

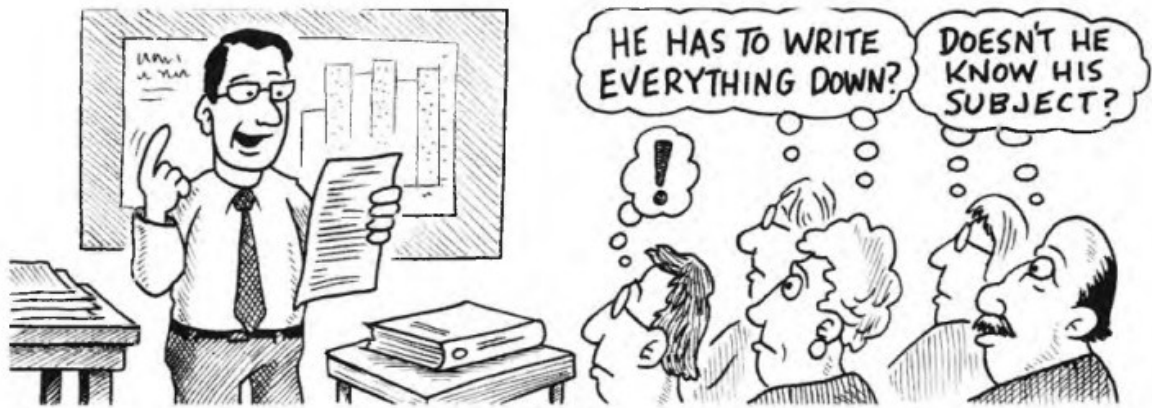
- Do not stand between the audience and the chart. Stand out of the way so they can see it completely.

- Do not let an unused chart distract attention. If possible, charts ought to be kept out of sight until needed, and removed from sight when they are done with.

- Do not pass out objects, photographs or handouts during your speech. This will disrupt you.

- Make sure you really need the visual aid and are not simply including it for the sake of using a visual. If in doubt about its relevance – leave it out.

For the more organized among you who love to plan a presentation down to the last detail, even to the extent of actually scripting what you will say, it may come as a surprise that such commitment to structure may be problematic for certain audiences. Here are some of the risks (Pictures 5-7).



Picture 5 - Your audience may see you as incompetent



Picture 6 - Your audience may see you as arrogant



Picture 7 - Your audience may see you as a slave to power point

Tip

TTT when you present visual information:

- Touch – indicate what is relevant on the slide
- Turn back to the audience, and then ...

- Talk to the audience and not to the screen or wall

Time to Practice

1 a) Read the statements below and write a rhetorical question that could go before each of them.

- 1 We employ around 150 people in China. *How many people do you employ?*
- 2 Last year we hired 50 new engineers in the Netherlands.
- 3 We are currently recruiting ten new sales office staff.
- 4 We are going to start recruiting for the Hong Kong office in June next year.
- 5 One solution is to use consultants to examine the problem.
- 6 No, we've never used an external company on this kind of project.
- 7 I strongly recommend buying a new office building.
- 8 The next step is to arrange a meeting with the client.
- 9 In my second point I'll be looking at where we can go from here.
- 10 I am now going to deal with this in my third point.

b) Read the statements below and write a rhetorical question that could go after each of them.

- 1 We've solved the problem. *How did we do this?*
 - 2 The client insists that we increase internal security.
 - 3 The plant has had its best year as regards safety.
 - 4 We are going to have to go after new business in the next year.
 - 5 That brings me to the end of my second point.
 - 6 We have increased market share in North America.
 - 7 However, we have lost market share in Europe.
 - 8 This is not the first time we have made such a mistake.
 - 9 To tell the truth I found this quite a difficult task.
 - 10 We thought it was the best campaign we had ever created but the client hated it!
- 2 Complete the rhetorical questions with the pairs of words in the box.*

How + do

When + expect

Why + keep on

Where + go	How much + is	What + waiting
------------	---------------	----------------

1 The opportunities are there. We've got the staff.

_____ are we _____ for?

2 Our production costs are going up and we're losing market share. There's one question on everyone's mind. _____ do we _____ from here?

3 We went from a small office in Bratislava ten years ago to be market leader in Central Europe today. _____ did we _____ it?

4 We've invested €5 million in new plant and machinery. I know what you're thinking. _____ can we _____ to see a profit?

5 Product development times went way over schedule and we were late to market. Again _____ do we _____ making the same mistake?

6 We spend a lot of money on TV advertising at all hours of the day and night. _____ of that _____ wasted?

3 Replace one key word in each sentence with a close synonym from the box. Your aim is to produce repetition of sounds for dramatic impact.

boom effective glorious major progress variety

1 We're 100% focused on technological innovation we progress believe in the power of ~~improvement~~. progress

2 You don't want just any knowledge management system — you want a system that is efficient and helpful.

3 Choose us as your local partner, and watch your business grow!

4 As well as value, we also offer choice.

5 Congratulations to all members of the sales team — results this year haven't just been good, they've been wonderful.

6 Invest in Rubovia — we have easy access to important markets.

4 Replace one word each time with a word that has already been used. Your aim is to produce repetition of words for dramatic impact.

1 You have a lot of information on your databases. But can you mine that ~~knowledge~~ information get what's really useful?

2 Our new range of shoes features tiny diamonds set into the leather. It's the most exclusive line that we have ever produced.

3 What's the reason that we keep going over-budget? The explanation clearly is that we lack good financial control.

4 The issue of energy conservation is becoming increasingly important — it's the topic that's at the top of the agenda in the construction sector.

5 We have a global presence, with offices in every major centre from Berlin to Beijing. But being international doesn't always help — sometimes you need a local strategy as well.

5 *Underline five contrasts in this presentation extract. (Remember, one contrast will have two words.) The first one has been done for you.*

Our exclusive new watch makes its own electrical power by the movements of your hand. Wear it for one day to get energy for at least weeks. It is made of titanium a light material, yet strong and kind to your skin. The styling is superb, combining classical elegance with modern design. As you know, our watches are not cheap. But people who wear our watches are not looking for a cheap product. They are looking for something special. They want a quality timepiece – to celebrate their success today, and pass on to their children tomorrow.

6 *Complete each sentence with the three most appropriate words or phrases from the box.*

clean	commitment	customer needs
distribution channels	highly profitable	well-run
running costs	time-to-market	future
maintain	drive	vision

1 Take a look at our new machine. It's easy to _____, easy to _____, and has very low _____.

2 It gives me great pleasure to introduce to you our new CEO. She's a woman with _____ and _____.

3 Why should you invest in this company? Because it's _____, _____ and has a great long-term _____.

4 Sales are flat. What can we do? We need more accurate identification of _____, more efficient _____ and faster _____.

7. Match examples of jump starts (a-g) below with the techniques 1-7.

1 What's in it for me? (WIIFM)

2 Question and answer

3 Expert testimony or historical evidence

4 Quotations

5 Meet the people

6 Shocking statement or startling statistic

7 Enrolment questions

A The benefit to you is that you will have a better product that will do a better job.

B In today's newspaper, our CEO stated 'The Internet is the aggressive revolutionary army of our age. It will kill our children' and I'm going to show you why we need to rationalise our business before we lose it completely.

C We often talk about creativity and promoting a culture of creativity. But what do we mean exactly? I'm sure each of you would give a different answer. So, I'm here today to answer this question and explain exactly what we mean when we say 'creativity' in our company.

D Hi my name's Laura Schmidt. Please help yourself to coffee or tea while we're waiting for everyone to arrive.

E I'm holding the latest government health report in my hands. It states that the chance of getting some cancers has actually risen from one in twelve to one in nine in the last few years. The report goes on to link this to household products and says that more than 500 – more than 500 – manufactured chemicals found in the everyday environment are believed to mimic and disrupt hormones. Today, I'm going to examine what this means for us in our business sector.

F How many of you have pitched for new business and failed to get it? How many of you here hate giving presentations? How many of you think your presentations are boring and uninspiring? Raise your hands. Thanks. Well, this afternoon we will be exploring ...

G Young girls between the ages of nine and fourteen stated that their number one fear is getting fat. They're more afraid of becoming fat than they are of nuclear war, climate change or losing their parents. Our new wellness product range is all about sensible diet and changing attitudes and what I'd like to do is ...

8. a) *Read what six presenters said about some of their favourite techniques they learnt on a presentation seminar. Then answer the questions.*

- *Can you find examples of techniques 1-6 in the presentation in Exercise 1 on page 67.*
- *Do you already use any of the techniques 1-6 in your presentations?*
- *Which new techniques would you be able to incorporate in your presentations?*
- *Would you find any of the techniques difficult to use?*

1 When we're presenting, it can feel unnatural to say the same words over and over again. But, I've noticed that *repetition* really works when I listen to a presentation. It really helps to clarify and consolidate the key points. So, I try to use repetition myself. I think if you can get over the 'unnatural' feeling, it's a really easy technique and it actually makes presenting in English less difficult as you don't have to find different words for the same things.

2 You can repeat a phrase or a slogan like a *mantra*. Sometimes it's this mantra that everyone remembers long after the presentation is over. I learnt that classical orators used this technique and I think one of the most famous modern examples is the Martin Luther King speech where he used the 'I have a dream' mantra. People even call it the 'I have a dream' speech. Mantra has to be precise, to the point and memorable. When you get the mantra right, everyone remembers it.

3 I quite like using rhetorical questions as they create expectations and a feeling of dialogue. They're also a useful tool for outlining or signposting the structure of your

language. It's no good asking a question if the audience don't understand it or because you asked something too complex.

4 I really remember the *Rule of Three*. It's so easy. Good presentations often have lists with three different words - three identical words, three phrases or three sentences. Most experts attribute the Rule of Three to Aristotle's Art of Rhetoric in which he referred to 'three types of speeches' and 'three forms of proof'. Pythagoras said three was the 'perfect number'. Lists of three have a sense of completeness and research shows that listeners wait for and expect a third item in a list. As a presenter, I think it's a fairly simple but highly effective technique.

5 One of the things I like to do is give real life *examples* or examples that everybody knows. I think this really 'speaks' to the audience as they remember things when they relate them to themselves, events or people. Examples bring things to life. It's all about creating associations.

6 A number of effective techniques we use today go right back to the classical writers on rhetoric. Take *contrast*, for example – if you compare one thing to another, you are making a contrast. 'We are bigger than our competitors' is an example. Another contrast technique is to use words that are opposites. Kennedy did it in that famous speech, 'symbolizing an end not a beginning' and 'United, there is little we cannot do ... Divided, there is little we can do'. He used 'not ... but' in the same speech too, 'We observe today not a victory of party but a celebration a celebration of freedom'. From a language point of view, these are really not complicated techniques for non-native speakers to use.

b) Now read the presentation extract aloud. Which sections are more effective in speaking than in writing?

9 Read the stories below. Then choose one of the following subjects for a presentation or develop your own topic related to your particular field of work.

- retirement;
- globalization;
- training in my company;
- a product design and / or packaging and / or branding;
- education in my country;

- a company's corporate identity;
- office allocation and design;
- funding;
- research;
- part-time and temporary work – portfolio careers.

Link the story to your presentations. Present the story and the link.

CIRCUS ELEPHANTS

I recently went to the circus and after the show wandered around the animal enclosures. There were two fully grown elephants tethered to stakes in the ground in one enclosure. However, these elephants were not held with big heavy chains as you would expect but with quite small ones. It seemed to me that these huge elephants could easily walk away from their chains without much effort or without even breaking into a sweat. But surprisingly, the big, old elephants made no attempt to break away or to leave the closure.

In the next enclosure there was a tiny baby elephant tethered with exactly the same size of chain. This was quite a big chain for the baby elephant but it was doing its best to break away. It was pulling and pulling, making a lot of noise and doing absolutely everything it could to be free.

The animal trainer came by. He explained that the older elephants had given up trying to be free by breaking the chains. They had learnt that there was no point in fighting a long time ago and now believed they couldn't break the chains. The baby elephant was still motivated to break the chain and believed it could be free one day.

MUSIC STORY

Decca Records auditioned two groups at their London studios on New Year's Day in 1962. After the audition Decca decided to take on the local band. The Tremeloes. Dick Rowe, head of Decca's pop division, rejected the second group saying, 'We don't like their sound and guitar music is on the way out'. This second group was a Liverpool band called The Beatles. They went on to sign with Parlophone Records and from there to become the biggest success in pop history. Dick Rowe went down in music history as the man who rejected The Beatles.

THE FOX AND THE GRAPES

One hot summer's day a fox was strolling through an orchard when he came to a bunch of grapes just ripening on a vine on a very high branch. 'That's just what I need for my thirst', the fox thought. Going back a few steps, he took a run and a jump, and just missed the grapes. Turning round again, he jumped up with a 'one, two, three', but with no success. He tried to get the grapes again and again but in the end gave up. The fox walked away with his nose in the air, saying, 'I am sure they're sour'.

FAILURE PRODUCES SUCCESS

One summer holiday my parents decided to send me for swimming lessons. It didn't take long to discover that I was a natural. I absolutely loved the water, was able to swim during my first lesson and swam 25 metres by the third lesson. The teacher recommended me for membership of a swimming club. I looked forward to every training session and soon was the fastest swimmer in my age group at the club.

The next step was to put me forward for the national championships. I trained and trained and trained. Everyone around me was really confident that I would win the championship or at the very least win a medal. At the championships I won my heats easily and found myself in the line-up for the final. It was really exciting to be standing in front of a large crowd and I felt very proud and happy as I soaked in the atmosphere – the cheers as the finalists were announced, the colours of the flags from different clubs and my parents and brothers waving to me from the stands. Then, the starter signaled the start of the race. Somehow, I must have got distracted and I missed diving in at the signal. In fact, I was the last swimmer to enter the water. I never caught up and finished last.

Looking over at the jubilant winner, I just couldn't believe it. I had failed and moreover, had failed really badly. As I could hardly drag myself out the water, my coach came over to help me. I muttered something about him dropping me from the team. I never forgot what he said next, 'Why would I drop you from the team? You're a great swimmer and you've learnt a huge lesson in just a few minutes. Winning is all about total focus and you'll never lose focus again.'

He was completely right. It was one of the best things that ever happened to me. I never lost focus again. That spectacular failure taught me all I needed to know in order to succeed and I went on to become a very successful national swimmer.

10. Which of these statements about Power Point slides do you agree with?

1 The presentation handout should be the same document as the presentation slides.

2 It's OK if there are English spelling mistakes on a slide as no one expects me to be perfect.

3 You shouldn't use too many colours.

4 I need to include all details and data on my slides – that's my business and that's what my audience expect!

5 A good presenter uses visual material to support the message and not to give the message.

6 I see and I remember.

7 The slides are the first thing I prepare as they're the most important part of my presentations.

8 If the slides are detailed enough, I can just read them aloud if I forget what I was going to say.

9 There should never be more than seven words on a slide.

10 The audience should listen to me and not worry about the slides too much.

11 A picture is worth a thousand words.

12. The audience can always read if they can't understand me.

13 Every visual aid should lead to my conclusion.

14 It's annoying and confusing if a presenter talks about subjects that are not even on the slide.

15 Less is more.

16 I appreciate it when the presenter doesn't rely on PowerPoint but does something a little different, such as using a flip chart or objects.

11. a) Complete the extract from a presentation with the words from the box.

firstly	highlight	introduce	give	introduction
areas	shows	speaking	finally	questions

‘Right, I’d like to ¹ _____ you to a tool for developing intercultural competence. This slide ² _____ a report which is generated by a psychometric tool called The International Profiler, a web-based questionnaire with eight questions.

I’d like to ³ _____ three things on the slide for you. ⁴ _____ as you can see, there are ten areas, from Openness at the top to Synergy at the bottom. These represent the ten core competence ⁵ _____ which the tool profiles. Secondly, you will notice that there are scores marked with dots marked by high and low. These do not represent competence as such, but simply focus. The tool tells us where an individual is putting focus, but not if they are really competent or not. ⁶ _____, high and low does not mean good and bad. All scores, high and low, have both a positive and a negative consequence which has to be explored between coach and coachee. ⁷ _____ personally, I have used this tool very extensively with clients over the last five years and I have found it very useful to develop people’s international effectiveness.

OK, so my main objective there was to give you a very quick ⁸ _____ to the tool which we shall look at in more detail later. Are there any ⁹ _____ at this point? No? Then let’s go to the next slide which introduces a case study on using the tool. This will ¹⁰ _____ you a clearer idea of its benefits.’

b) Look at this eight-step model for using slides. Find phrases or sentences from the extract above which demonstrate each of the eight steps.

Step 1. Introduce the content and objective of the slide at the beginning.

Step 2. Summarise briefly the key points you will use the slide to illustrate.

Step 3. Link to the first point with a word or short phrase.

Step 4. Introduce the other points explicitly with a short word or phrase.

Step 5. Give personal comment on the content to add impact / create interest.

Step 6. Repeat the main point, which the slide illustrates, to close.

Step 7. Check for questions.

Step 8. Bridge to next slide.

12. a) How good are you at coping with the unexpected, the slightly inconvenient, or the downright disastrous? How far would you describe yourself as a 'disaster master'?

Look at this list of 15 potential disasters. What would you do?

1 Somebody walks in late for your morning presentation.

2 The laptop crashes and won't reboot.

3 A 'listener' falls asleep.

4 The overhead projector begins to smoke.

5 You drop all your slides on the floor.

6 Somebody calls out 'Rubbish'.

7 You totally forget what you wanted to say.

8 Two people get up and leave.

9 The only pen for the flip chart runs out.

10 The screen won't go up.

11 A mobile phone rings.

12 One person keeps asking you questions.

13 The audience looks bored.

14 You realize the pen that you used on the large whiteboard uses inedible ink.

15 You look at your watch and you have five minutes left but twenty slides to go.

b) Match the presenter comments to one or more of situations 1-15 above.

A That will be my boss. Tell her I'm on the way.

B Maybe I should recap quickly before moving on.

C Ok, maybe we should move to a few questions at this stage.

D That's interesting. Why do you say that?

E Ah, good evening.

F Is there a technical doctor in the room?

G OK, if I may, I'd like to involve a few more people.

H This is not part of the plan. Just bear with me a second.

13. a) Give a one-minute speech of definition on some common word or phrase used loosely by different people, such as cultural shock, political correctness, sexism, global village, etc.

b) Give a one-minute speech in which you support an idea with factual information.

c) Give a one-minute speech supporting an idea with valid statistics. Acknowledge the source of information.

d) Give a one-minute speech supporting an idea with one good illustration.

e) Give a one-minute speech in which you compare and contrast such ideas as: prose and poetry, comedy and melodrama, art and science, British English and American English.

f) Give a one-minute speech supporting an idea only with restatement or repetition, or both.

g) Give a one-minute speech supporting an idea with description.

h) Give a one-minute speech supporting an idea with a story, historical incident, or some other form of narration.

i) Give a one-minute speech supporting an idea with charts, maps, or diagrams. Ask your group-mates to evaluate the effectiveness of the visual aid you used.

4 The Language of the Speech

4.1 Spoken Language and Written Language

“Language is a dress of thought”

Dr. Samuel Johnson, English lexicographer

Your mastery of language is in a large degree the measure of your mind. Obviously written language and spoken one are basically alike, but there are important differences between them. One is intended for the eye, the other – for the ear. The reader proceeds the information at his own pace; the listener – at the pace of the speaker. The reader may pause to reflect, and reread; the hearer must follow without slackening their pace. Thus, the basic difference between written and spoken style is as follows: written language must be *ultimately intelligible* to the reader; spoken language must be *instantly intelligible* to the listener.

Spoken language, therefore, is more idiomatic (= typical of the natural speech of the native speaker). In speech we usually use shorter words and contractions: *got* instead of “*have*”, think instead of “*reflect*”, *don’t*, *won’t*, *isn’t*, etc.

Spoken language is more direct and repetitive. (e.g. The speaker says, “This is my first point”, and “I come to the second part.” He tells the audience where he is now, where he has been, where he is going). It also abounds in personal pronouns (I, you, we, they); uses more questions (e.g. “Have we solved this problem, or moved toward solution?”); illustrations, comparisons, specific instances, narration – supporting materials that hold attention and make it possible for the listeners to follow the thought (e.g. “Public relation is as old as human communication itself”).

Spoken language avoids complicated sentence structure or backward syntax.

4.2 Vocabulary of the Speech

In order to be understood the speaker should mostly use basic and simple vocabulary. The meaning of every word in the speech must be clear to everyone in the audience. That’s why *literary words of rare use*, *unassimilated foreign phrases*, or *scientific terms* have to be explained or translated to the listeners.

Foggy words and abstractions are considered to be “lazy” words. They cover lack of thought, or lack of mental energy. There are some pieces of advice on how to express ideas with style, clarity and force.

1 Use specific words instead of general words

e.g. In the sentence “*He went down the street*” it would be better to use a verb describing a specific mode of going : “*He staggered, strutted, waddled, strode, slunk, sauntered, marched, raced, or ambled down the street.*” Each of them carries brighter picture than “*went*”.

2 Use simple words

“Big words” do not always signify big ideas. As a matter of fact, the simple word usually has a power that longer complex words can never have. Try to avoid ‘elephant words’, like *ethnocentricity, humanitarianism, undifferentiated, decriminalization*, etc. and remember the KISS Principle: “KeeP It Simple and Straightforward”.

3 Remember to explain the technical terms

While preparing the speech it is vital to use only reliable dictionaries and encyclopedias and compare two or more definitions of one and the same term taken from different reference books. In certain cases, the definition you find need to be narrowed or expanded, or you may offer your own version.

In the situation where both the speaker and the listeners are using English as a foreign language, sometimes the most time-saving way to familiarize the audience with a new term will be translating it into Russian.

4 Use colorful words

A word’s denotation is its strict dictionary meaning or definition. Its connotation is the suggestion, feeling, and association carried by the word. *House* and *home* have almost the same denotation, but *house* is a neutral word, whereas *home* evokes sentiment and feeling. The word “*skinny*” can never have the same color as “*slender*”. The color and feeling of a word provides the persuasive power.

5 Avoid “weasel” words and popular clichés

The weasel words (where all the meaning is sucked out of them) include: *great, nice, very (superfluous adverb), exciting, excitement, excited, interesting, wonderful, really (superfluous), thing(s), aspects, stuff*, etc.

A cliché is a set of words that has been used so many times, by so many speakers, that it is worn out beyond the point of usefulness. Once fresh and new, such words have become hackneyed from overuse. Though easy for the listener to digest, they are “empty calories”.

The following phrases are typical and should be avoided: *It is of vital importance; It was a major breakthrough; Officials / authorities say; It plays a big role*, etc.

6 Avoid “sexist” language

Every language reflects the prejudices of the society in which it develops. Thus, the English language is full of terms, rules of usage, and grammatical constructions that demean women. Be aware of issues of ‘political correctness’ when you work on your speech:

Sexist language

chairman

policeman

Congressman

Neutral language

chairperson or chair

police officer

Representative

7 Use figurative language

The two most common kinds of figurative language or figures of speech are *metaphors* and *similes*.

A *simile* is a direct comparison and usually contains the words “*like*” or “*as*”. In this type of figurative language, the speaker compares two things explicitly: “The lecture was as dry as the Sahara Desert”.

Unlike the simile, the *metaphor* states a comparison implicitly and does without the like or as: “Life is a cabaret”.

Effective metaphors and similes enable speakers to stimulate and direct the emotions of their listeners, to communicate their own emotions with concrete images rather than flat, abstract statements, and thus add more color and excitement to their speech.

- Here is an example of a metaphor:

The proposal is pointless. It's like rearranging deckchairs on the Titanic.

(= It's just making small changes that will do nothing to stop the big disaster that's coming.)

- Here is an example of an idiom:

Don't worry, there is light at the end of the tunnel.

(= Finally there is a solution in sight after a long period of difficulties.)

- A metaphor is where you describe one thing in terms of another. An idiom is a fixed expression whose meaning is different to the meaning of the individual words. In practice, they are often very similar.

Metaphors and idioms add colour to a presentation or discussion. But use them with care: other non-native speakers may find them difficult to understand. Also, you have to get every single word right, otherwise they sound ridiculous.

8 The “rule of three”

Try to use words/ structures in groups of three, it produces a persuading effect on the audience.

It's economical, reliable, and easy-to-clean.

I ask you: Is this reasonable? Is this good business practice? Is this what our customer's expect?

Make three key points:

This presentation will cover three main issues. First, ... Second, ... and Finally

Time to Practice

1. a) Complete each phrase with the correct word/s in the right-hand column.

- | | |
|----------------|---------|
| a) make a | ground |
| b) corner the | fire |
| c) get off the | market |
| d) cook the | killing |
| e) come under | books |

- | | | |
|----|-------------------|-----------------|
| f) | keep an eye | of the action |
| g) | get a piece | like water |
| h) | put my | on things |
| i) | spend money | the red |
| j) | be in | foot in it |
| k) | sell like | black and white |
| l) | be a real high- | your buck (AmE) |
| m) | see it in | hotcakes |
| n) | get more bang for | in a small pond |
| o) | be a big fish | flyer |

b) Match the phrases in exercise 1.a) with the meanings below.

- 1 accidentally say or do something embarrassing or that annoys someone
- 2 be important, but only in a small field of activity
- 3 be criticized
- 4 be destined to go to the top of a profession
- 5 become involved (in something exciting and profitable)
- 6 be over budget; have a negative bank balance
- 7 dominate (or even monopolize) the market
- 8 falsify the accounts
- 9 get more value for the money you spend
- 10 have written confirmation, not just a verbal agreement
- 11 look after things (while someone is away)
- 12 make a large, sudden profit
- 13 sell very well
- 14 spend a lot of money without any control
- 15 start a project and make it successful

c) Complete each example by a phrase from exercise 1.a) in the gap.

1. Our main competitor has just gone bankrupt! If we offer a job to their marketing director and get access to their client list, we'll _____.

2. We're losing money fast. If we go on like this, we'll ____ by the end of the year.
3. I have an apology to make; I went out for a drink with some colleagues after work yesterday and I _____. I told them you were applying for a new job.
4. I'll be away for a few days, but Isabel will _____.
5. It's an interesting project, but I don't think it will ever ____ — it's too expensive.
6. On balance I think it's the right thing to do. But it's a big risk, and we're going to _____ from the shareholders for taking it.
7. City Hall has plans to build a huge out-of-town industrial park. There's going to be a lot of contracts for the construction work, and we need to make sure we _____.
8. Profits were up 28% last year. And don't worry — we didn't ask our accountants to _____.
9. It's the World Cup next year. If we put the national flag on our t-shirts they'll _____.
10. We have to set a tight budget — with corporate hospitality it's very easy to _____.
11. Thank you for that kind introduction, but I'm not really as famous as you say! My area of research is very specialized and it's quite easy to _____.
12. All three candidates have good CVs. I think we should choose the one with real leadership potential, the one who's going to _____.
13. This is a very innovative product in a very specialized field. I think we can _____.
14. They were making a lot of promises at the meeting, but we need to _____ before we can go ahead.
15. Value-for-money is important to many people. We need to give a clear message: shop with us and you'll _____.

2 a) *Complete the similes.*

Example: A presentation is like a gift because *you need to think about the recipient and packaging the content.*

- 1 A presentation is like a gift because ...
- 2 A presentation is like a road because ...
- 3 A presentation is like a forest because ...
- 4 A presentation is like a fairy story because ...
- 5 A presentation is like chewing gum because ...
- 6 A presentation is like an oyster because ...
- 7 Working in our industry is like playing football because ...
- 8 Our organization is like a ship because ...
- 9 My job is like a banana because ...
- 10 My team is like ...
- 11 Our main competitor is like ...
- 12 Our main product is like ...

b) Develop and extend the metaphors below.

- 1 two methods as apples and oranges
- 2 a process as a journey
- 3 a job as a book
- 4 customer service as a game of golf
- 5 the problem as mice, the solution as a cat, a competitor's solution as a dog

4.3 Signposting Your Speech

Signposting in real life means providing signs on the road that show directions and distances to guide the driver. When giving a speech, it is also important to let your listeners know where you are moving by using signposting expressions.

Signpost expressions are used when introducing or changing topics, listing items, giving examples or explanations, expressing your personal opinion and summarizing.

Here are some **useful language** for signposting your speech:

Dealing with questions:

Good question

That's a very good question.

I'm glad you asked that.

Clarification needed

Let me check that I understand. Are you asking ... ?

Could you be a little more specific?

Difficult question

Well, it's a very complex issue. What are your own views?

Would anyone like to comment on that?

(Beatrix), can you help me to answer that?

You lack information

I don't have that information with me, but I can find out.

If you leave me your contact details at the end, I'll send it to you.

Control the timing

Okay, I think we have time for one last question.

Getting the audience's attention

May I have your attention, please...

Did you know that (....)?

Imagine you (...).

Have you ever (...)?

The other day, (I was walking down the street and saw...).

Introduction

On behalf of ..., may I welcome you to ...

For those of you who don't know me already, my name is ...

Before I begin, I'd like to thank (Sue) for inviting me to speak to you.

Purpose and structure

I'm here today to talk to you about...

Today I will talk about...

Today I'd like to talk about...

The subject topic of my speech today is...

I would like to tell you my opinion on...

I've divided my talk into three parts.

My talk will take around forty minutes.

First, I'll look at ..., then I'll show you ..., and finally I'll say a little about...

Please feel free to interrupt me during the talk if you have any questions.

I'll be happy to answer to your questions at the end.

Proving your thesis

I chose the topic because...

The topic interests me because I learned...

The topic should concern everyone because...

Main body:

First point

Okay, let's start with the first point which is ...

Right, that's all I want to say about Any questions so far ?

New points

Moving on now to my next point ...

Let's turn now to ...

Referring forward

I'll go into this in more detail in a moment.

I'll come back to this later.

Referring back

In the first part of my talk I mentioned ...

Going back for a moment to what I said earlier ...

Digressing

Before going on, I'd just like to say a little about ...

If I can just digress (= side-track) for a moment, ...

So, getting back to my original point, you can see that ...

Commenting on visuals

As you can see from this text next slide, ...

Have a look at the diagram on the left ...

Let's move on now and look at this graph that shows...

At this point I'd like to draw your attention to ...

This bar chart illustrates the percentage of ...

As you can see from this poster here, ...

Notice also that ...

What is particularly interesting / important here is ...

Handling interruptions

That's an interesting question. I'll come back to that at the end

Yes, thank you, I was just coming to that.

Giving examples and quotations

For example, ...

As an illustration of this, ...

As a case in point, ...

For instance, ...

To illustrate this idea, let me give you an example.

To support this view, I'd like to quote...

Explaining vocabulary

In other words, ...

This means that ...

Expressing your personal opinion and attitude

In my view / opinion, ...

The way I see it, ...

As I see it, ...

I feel very strongly about this problem as ...

That's my vision of the problem.

That's how I feel about it.

Closing:

Summarizing

So, just before I finish, let me summarize the main points again, ...

So, to sum up, I have talked about three main areas. First..., second ...,and third...

Concluding

Right, let's stop there. Thank you very much for your attention.

Inviting questions

And now, if you have any questions, I'll be pleased to answer them.

Time to Practice

1. Match the signposts with the examples.

- | | |
|--|--|
| 1 change direction and / or depart from the original plan of your presentation | A I'd like to expand / elaborate on that ... |
| 2 refer to an earlier point | B Let's just recap |
| 3 refer to a point that is coming later | C Let me digress for a moment |
| 4 repeat something | D Let me put that in a nutshell |
| 5 give a wider perspective | E I'd like to go back to a point I mentioned earlier |
| 6 give a deeper analysis | F I'll be coming to that later ... |
| 7 give just the basic information | G Let me give you another example ... |

2. Analyze the following passages to determine which factors prevent each from being clear or forceful. Then rewrite and improve the texts by using recommendations given in the chapter. Present the extracts.

a) She was an awful nice girl and we had an awful nice time last night. We went to one of the awful nice movies I've seen all year, and coming home – that moon was awful nice to look at.

b) The trip was breathtaking. We saw so many things I can't describe them. Everywhere the scenery was wonderful. Such gorgeous foliage, such colorful sunsets, I shall remember them always.

c) It is very unique book that I have just read, biography of Thomas A. Edison. It shows how Edison, even as a boy, was most unusual. It shows how Edison as a man developed into a genius who was most exceptional.

d) Every reader bases his first impression of a piece of writing upon its physical appearance. He pays his attention to how the text is organized on the page, how it is paragraphed.

e) The 'brutal' sport of bull-bating, when the tethered animal was tormented by ferocious dogs, existed chiefly because by law a bull had to be baited before slaughter to tenderize the meat!

3. a) *Put the words into the correct order to make phrases used in a presentation.*

a) Could please your attention, I have?

Could I have your attention, please?

b) I'm here at InfoCom new product responsible for development.

c) For who don't know me those of you already, my name is Nancy Holmes.

d) It's always a pleasure of experienced professionals an audience to speak to like yourselves. I know a long way that of you many have travelled to be here.

e) On the company behalf of, to this presentation may I you welcome.

f) The aim of our new product line is to give some you information about my talk.

g) Please during the talk feel free me to interrupt if you any have questions.

h) Okay, I'd like to slide by at this first looking begin. Can see at the back the people okay?

i) My forty minutes take presentation will around.

j) I've divided into my talk three parts main. First, I'll give you the different models an overview in of the range. Then I'll to describe move on each the key benefits of model. And finally I'll say about prices a little.

b). Match the phrases from exercise 3. a) to their uses below.

1 Getting attention

a

6 Purpose

2 Name

7 Structure

3 Position

8 Timing

4 Greeting

9 Questions

5 Audience / Place

10 First point

c). *Speaking practice. Exercise 3.a) gives some phrases for opening a presentation and exercise 3. b) gives the correct order. Make your own script:*

- Write the phrases again, in order. Writing will help you to memorize the language.
- Use your own name, organization, etc.
- Substitute any other words or phrases to personalize the introduction for you.

When you finish, read it aloud several times. As you speak, think about where and how often to pause, and also which syllables have a strong beat.

d). Match the more formal phrases in exercise 3 a) with the more informal phrases below.

1 Okay, let's get started. ____

2 I'm Nancy Holmes. ____

3 And I'm in charge of product development. ____

4 Thanks for coming. ____

5 It's nice to see so many familiar faces, and I hope you all found somewhere to park! ____

6 I'm here today to tell you about our new product line. ____

7 I'm going to cover three areas: first, the different models in the range, then key benefits, and finally price. ____

8 I'll speak for about forty minutes. ____

9 If you have a question, please feel free to interrupt. ____

10 Okay, let's take a look at this first slide. ____

e). *Speaking practice. Read aloud the version in exercise 3.d). It is already in the correct order. Again, use your own name.*

f). *Speaking practice. You are going to use the structure in exercise 3 to practice a more spontaneous opening. Follow the instructions.*

1 Cover all the exercises on this page except exercise 3.b).

2 Give the opening to a presentation:

- Use the headings in 3.b) as a guide while you speak. (Don't worry if you change the sequence a little.)
- Invent any details that you want - it is not a memory exercise.
- Practice several times in a low voice, and then speak with a strong, clear 'presentation' voice.

4. a) *Each pair of the words below can be used in one sentence. Write them in the correct spaces.*

as / see come / later digress / little

finish / summarize getting / to going / moment

let / attention moving / talk pleased / answer

right / far ~~start / looking~~ turn / question

1 Okay, let's _____ by _____ at an overview of our new product line.

2 I'll _____ back to this _____.

3 _____, that's all I want to say about the overview. Any questions so _____?

4 So, _____ on, I'd like to _____ about the key benefits of each model.

5 _____ back for a _____ to what I said earlier.

6 If I can just _____ for a moment, I'd like to say a _____ about the background to this decision.

7 So, _____ back _____ my original point, you can see that this really is a big improvement on the old model.

8 Finally, I'd like to _____ to the _____ of price.

9 _____ you can _____ from the table in this next slide, our prices are still very competitive.

10 So, just before I _____, let me _____ the main points again.

11 Right, _____'s stop there. Thank you very much for your _____.

12 And now, if you have any questions, I'll be _____ to _____ them.

b). Memory game. Follow these instructions:

- Take one minute to try to memorize all the phrases in exercise 4.a). Repeat them in your head, or aloud in a low voice.

- Cover the whole of 4 a).

- Take a piece of paper. Write down the phrases using the hints 1-12 at the top of the next column. (If you are in class, work with a partner.)

- When you finish, compare with the original phrases.

1 Okay / start / looking / overview / product line

2 I'll / back / this later.

3 Right / all / want / say / overview. / questions / far?

4 So, / moving / like / talk / key benefits / each model.

5 Going back / moment / what / earlier.

6 If / just digress / moment, / like / say a little / background / decision.

7 So, / getting back / original point, / can see / is / big improvement / old model.

8 Finally, / like / turn / question / price.

9 As / see / the table / this next /, prices / very competitive.

10 So, / just / finish / let / summarize / main / again.

11 Right, / stop there. / Thank / much / your attention.

12 And now, / if / questions, I'll / pleased / them.

5. a) Match the beginning with the end of each phrase. They are used for dealing with questions.

1 I'm glad _____ complex issue.

- | | | |
|---|-----------------------|--|
| 2 | Leave me your | one last question. |
| 3 | Could you be | you asked that. |
| 4 | Well, it's a very | contact details and I'll send it to you. |
| 5 | We have time for | a little more specific? |
| 6 | Let me check | own views? |
| 7 | What are your | the top of my head. |
| 8 | I don't know that off | that I understand. |

b). Match the phrases from exercise 5.a) with uses below.

- a) Reply to a good question __
- b) Clarification needed __ __
- c) Reply to a difficult question __ __
- d) You lack information __ __
- e) Control the timing __ __

4.4 Linking ideas

4.4.1 Linking ideas. Part I

Read the text and then study the bullet points below.

How do multinational companies operate in today's global economy? Vietnam gives us a clue. **Although** infrastructure is poor and there is a shortage of skilled workers. Intel has opened a plant in Ho Chi Minh City. The reason is clear: wage levels are low. **In fact**, they are about a third of those in China. Intel continues to produce chips at its fabrication plants in Ireland and the US, but these chips are then exported to Vietnam for the labor-intensive work of test and assembly. From Vietnam, they are re-exported to other countries in Southeast Asia. **As regards** the domestic market in Vietnam itself, current sales are low – most people can only afford a cheap desktop PC using unbranded component. **However**, with a population of over 80 million and information-hungry youths filling the Internet cafes, there is a lot of potential.

In addition, Intel gains by the fact that its outsourcing operations are more diversified. If there are any problems at its other plants in Shanghai, Malaysia or the

Philippines, it can simply switch production. There is also a certain degree of competition between the different facilities, and **as a result** there is downward pressure on wages at them all. **Even so**, it would be a mistake to assume that these workers see themselves as exploited. **In most cases**, workers in developing countries want to work for multinationals **and** the pay and conditions are better than at local companies.

Look back at the sentence beginning *Although*

There are actually three separate clauses:

Infrastructure is poor (Vietnam)

There is a shortage of skilled workers

Intel has opened a plant in Ho Chi City

- The writer has used the linking words *and* and *although* to join these clauses together and produce a more complex sentence. With the linking words, the text is easier to read. The relationship between the ideas is clearer.

- Also, with the linking words the style changes. It becomes more formal, typical of a presentation, a meeting or a report. In an everyday conversation or an email it would be normal to use much shorter clauses.

Look at the words *although*, *but* and *however* in the text. Are they the same? Think about any differences in meaning and use before you read the next three bullet points.

- *Although* makes a contrast within one sentence. It introduces information that is less important, or surprising. It can come at the beginning or in the middle: *Intel has opened a plant in Ho Chi Minh City, although infrastructure is poor and there is a shortage of skilled workers.*

- *But* makes a simple contrast within one sentence and comes in the middle. There is a trend for writers to use *but* at the beginning of a sentence to contrast with the previous sentence, but some people think this is not good style.

- *However* comes at the beginning of a sentence and is followed by a comma. It makes a contrast with the previous sentence, or even the previous paragraph.

Other linking words and phrases in the text are written in bold. Study them now.

- Several linking words in the text start a sentence and are followed immediately by a comma. How many like this can you find?

- Look at the phrase *as a result*. The writer could also have used it at the start of a sentence followed by a comma:

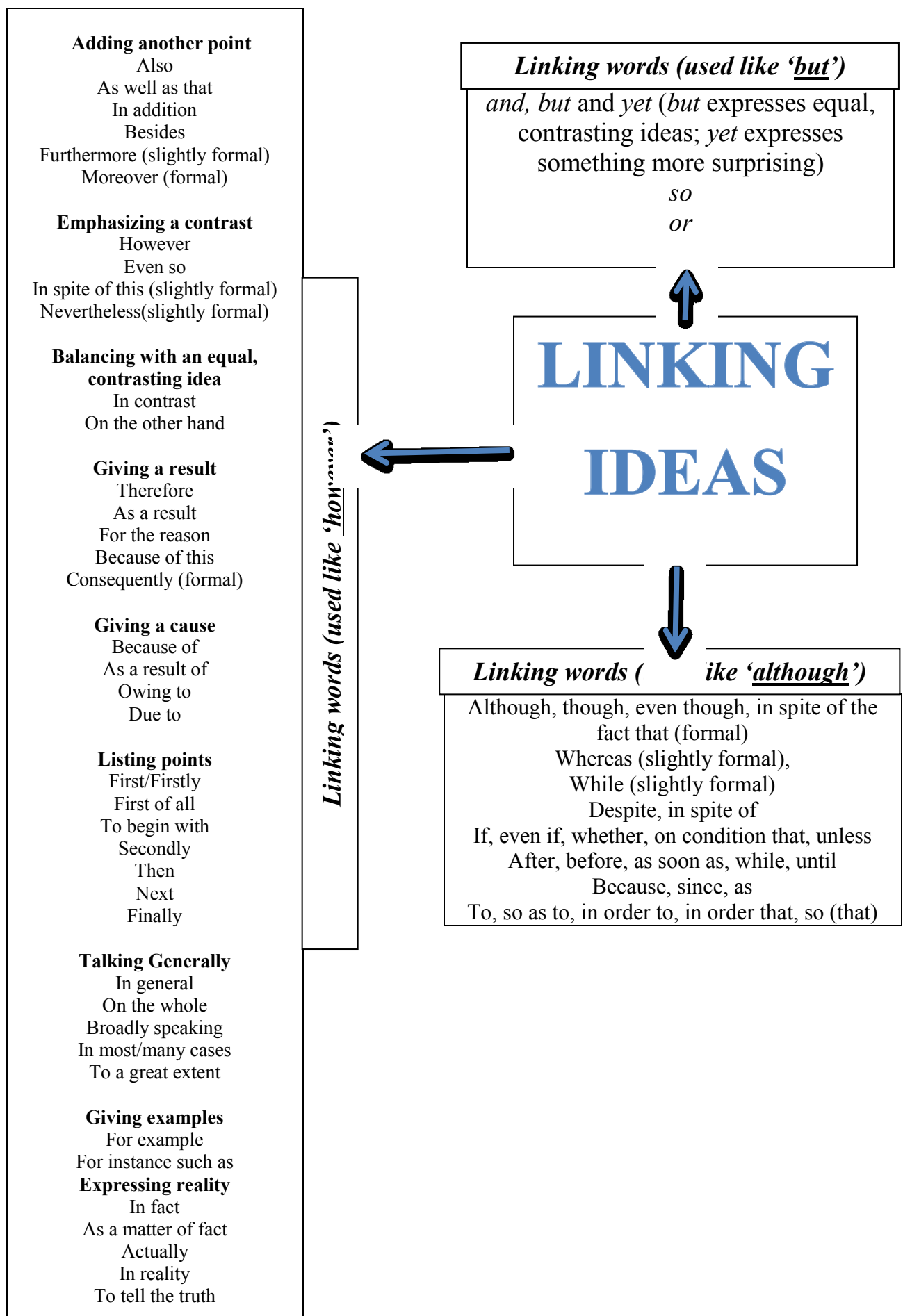
There is also a certain degree of competition between the different facilities. As a result, there is downward pressure on wages at them all.

But the writer decided that in this particular case it was better to put *and as a result* in the middle of a longer sentence. Perhaps it seemed less fragmented.

In general, linking words show a clear connection between clauses, sentences and paragraphs. They show the structure and logic of an argument. Using them effectively is a powerful communication tool.

The mind map below (Picture 8) shows how *but*, *although* and *however* represent three categories of linking words. In advanced grammar books they are given separate names (“coordinating conjunctions”, “subordinating conjunctions” and “discourse markers”). To avoid these complicated terms many books just use “linking words and phrases” for everything.

Note: a “clause” is a grammatical unit that has a subject and a verb (and often an object as well) and forms a simple sentence on its own.



Picture 8 – Mind map “Linking words”

Time to Practice

1 Match one item in each column according to meaning.

informal	formal	formal
1 and	however	as
2 but	furthermore	consequently
3 so	since	nevertheless
4 because	therefore	moreover

2. For each word or phrase in bold, underline the one word or phrase in brackets below that is most similar in meaning.

1 **Because** it has above-average sales and earnings growth, Glaxo is a favourite on Wall Street.

(Since / Due to / Therefore)

2 **Because of** its above-average sales and earnings growth, Glaxo is a favourite on Wall Street.

(Since / Due to / Therefore)

3 Apple needs to constantly update its product line, **in order to** stay ahead of other consumer electronics companies like Sony and Samsung.

(so that / so as to / owing to)

4 Apple needs to constantly update its product line, **in order that** it can stay ahead of other consumer electronics companies like Sony and Samsung.

(so that / so as to / owing to)

5 **Although** the core rate of inflation rose only 0.2% in January, analysts are concerned about higher energy costs.

(In spite the fact that / In spite of / So that)

6 **Despite** the low rise in the core rate of inflation rose only 0.2% in January, analysts are concerned about higher energy costs.

(In spite the fact that / In spite of / So that)

7 Nokia is strong in Europe, **whereas** Motorola is strong in the US.

(as / though / while)

8 Nokia is strong in Europe, **although** Motorola is giving it very strong competition.

(as / though / while)

3. *Underline the correct words in italics to make grammar rules. The answers to exercise 2 will help you.*

1 *Because / Because of* is followed by a clause (subject + verb), while *because / because of* is followed by a noun or noun phrase (no verb).

2 *In order to / In order that* is followed by subject + verb, while *in order to / in order that* is followed immediately by the infinitive form of a verb.

3 *Although / Despite* is followed by a clause, while *although / despite* is followed by a noun or noun phrase.

4 *Whereas / Although* introduces something surprising, while *whereas / although* just compares two facts of equal importance and emphasizes the difference between them.

4. *Write words or phrases with the similar meaning. When you finish, substitute these words into the sentences in exercise 2 and read them aloud. This will help you to remember the variety that is available.*

1 because as / s _ _ _ e

2 because of d _ _ t _ / as a r _ _ _ _ _ of / ow _ _ _ to

3 in order to to / s _ a _ to

4 in order that so / so that

5 although though / e _ _ _ though / in s _ _ _ _ o _ the f _ _ _ that

6 despite in spite of

7 whereas wh _ _ _

5. *Complete the conversation extract below with the words in the box. Look carefully at the logic of the argument.*

also	because of	but	so
------	------------	-----	----

Yes, people say there's been a lot of damage to US industries because of China.
¹ _____, if you look at the figures carefully, the situation isn't so bad. Jobs have been lost in manufacturing, that's true, but new jobs have been created in the service sector. ² _____, the US trade figures with EastAsia aren't that bad. When you look at the whole region, the deficit has stayed more or less the same for several years.

Surprised? I'll tell you the reason – it's ³ _____ globalization. Yes, China has been growing, but a lot of that growth is because it assembles goods that were previously made in other Asian countries. ⁴ _____, at the end of the day, the US is importing the same amount of stuff from Asia, but now it's all made in China.

6. Compare the version of the same text below. It is more formal and Typical of a written report. Complete it with the words in the box.

consequently	due to	furthermore	however
--------------	--------	-------------	---------

It is widely thought that there has been substantial damage to specific US industries as a result of competition with China. ¹ _____, if you look at the new service jobs created as a result of trade with China, the actual net loss in American jobs is marginal. ² _____, the US trade imbalance is not as bad as many commentators claim. In fact, when we consider the East Asia region as a whole, the deficit has remained basically the same – around 30% - for several years. What is the reason for this relatively stable trade deficit? It is ³ _____ increased economic integration within the Asian market. China's exports have risen dramatically, but that's largely because Japanese, Korean, Taiwanese and Singaporean companies have been moving their own production to the Chinese mainland. ⁴ _____, the US is importing a similar amount of goods from Asia as before, but the trade has a different pattern. Much of the business is done with pre-existing non-Chinese trading partners who have simply relocated their operations to China.

7. Complete each example with the best pair of linking phrases from the box. Look carefully at the logic of the argument.

As a matter of fact / For instance	Broadly speaking / Therefore
In fact / To a great extent	On the whole / However

1 _____, sales and marketing are not coordinated very well.
_____, we should reorganize the department.

2 _____, open source software like Linux is making a big impact in the world of IT.

_____, it is unlikely to threaten Windows' dominance in the mass market.

3 _____, she has quite a lot of experience in the sales area.
_____, she worked as a rep in France for two years, going to all the trade fairs and speaking directly with customers.

4 _____, quality is not just a technical and production issue.
_____ it is also a design issue: products have to appeal to a customer's aesthetic sense.

8. Look at the box in exercise 7 and find:

- two phrases that mean the same as 'Actually';
- two phrases that mean the same as 'In general'.

9. Complete this text by writing the best word or phrase from those in the box. Look carefully at the logic of the argument.

as	as a result	due to	even if	finally
in fact		in spite of		on the other hand

In coming decades, a key challenge for countries in the euro zone is going to be its aging population. ¹ _____ low fertility rates and a lower mortality rate amongst older people, the share of the working-age population will fall from around 67% now to just 56% in 2050. This will create problems for the tax systems of the countries concerned.

² _____, some people think this is the greatest long-term challenge that Europe faces. The reason is as follows: governments will have to raise taxes on the working population to fund pension systems, otherwise elderly people will vote them out of office. This rise in taxes can only come from company profits and employees' salaries.

³ _____, companies will have less money to invest in their businesses and the purchasing power of consumers will fall. This will create a vicious cycle ⁴ _____

It means lower economic growth and therefore, in turn, less profits and taxes. What options do governments have? ⁵ _____ more women and long-term unemployed people take jobs, it will not be enough to solve the problem. It seems that there are three answers. First of all, workers will have to retire later. Next, private pension schemes will have to become far more widespread. And ⁶ _____, economies will surely depend much more on immigration to sustain economic growth. It is true that increased immigration has caused social problems in many countries. But, ⁷ _____, immigrants have been prepared to do work that natives won't do, working for long hours and low pay. And immigrants are young, and young people are what Europe increasingly needs. So, ⁸ _____ the problems, their numbers are likely to grow.

4.4.2 Linking ideas. Part II

Read the dialogue and then study the bullet points below.

A: Have you seen this article about 'peak oil'? It **seems that** most of the oil in the ground has already been discovered, and production in the Middle East is slowly declining. It's quite worrying if you stop to think about it.

B: Obviously you're a pessimist. What about the ability of markets to come up with a solution? Look, **for one thing**, as the price of oil goes up, all sorts of other energy sources will become economically viable. **And for another**, I'm sure that technology will help us – it always has in the past.

A: But it's different this time. **To begin with**, China and India are growing so fast – just imagine the oil consumption if they all had cars like in the west. **And then** there's global warming we can't just go on releasing greenhouse gases like we do now. **We must** do something about it, **otherwise** it'll be a disaster.

B: As far as China and India **are concerned**, there's plenty of new technology replace oil: wind, solar, tides, bio-fuels, natural gas, Canadian oil sands, fuel cell technology, not to mention nuclear. When the cost energy rises enough, they'll all get developed. And **it's true that** there may problem with global warming, **but** what can we

do individuals? The temperature the world has been changing since time began – think the ice ages.

A: To be honest, I don't think you're aware of how serious things are. **Of course** there's always been climate change, **but even so** all scientists agree that this time it's because of human activity, and the situation is getting worse. **Unless** we do something, **we** just **won't** be able to have the same lifestyle that we do now. And there are lots of things that individuals can do. **Firstly**, we can all reduce our energy consumption by driving smaller cars and flying less, and **secondly** there are ways to conserve energy in the home – better insulation, that kind of thing.

B: Ironically, you are the one who flies all over the world on exotic holidays. But **as regards** energy conservation, yes I do agree with you. **In general** we should try to consume less energy, **although** I still think it's higher prices that will make people do that, not their green conscience.

A: By the way, on the subject of 'green conscience', have you heard that there's a new vegetarian restaurant near the university? **Apparently** it's quite good.

- In the dialogue there are linking phrases that allow the speaker to make personal comment. Examples are: *it seems that, obviously, to be honest, ironically and apparently*. Find these words in the text and check their use in the useful vocabulary.

- There are also linking phrases in the dialogue that allow the speaker to make two related points. One example is: *for one thing... and for another*. Can you find two more examples?

- Another important technique for developing an argument is to first concede a point (*yes...*), and then dismiss it (*... but not this case*). One example in the dialogue is: *it's true that... but....* Can you find one more?

- A related technique is to first generalize, and then qualify (limit) your generalization. There is one example – can you find it?

- There are also two examples of structures that a grammar book would call 'conditionals', in other words saying what will happen in certain circumstances. Can you find them?

- In relation to formality, all the language listed in the mind map under 'Making a personal comment' is informal (conversation and emails) and everything else is slightly more formal (careful speech, meetings, presentations, reports, etc).

Contradictory points

Any speaker or writer who is developing an argument has to show that they have considered several points of view, including those that go against their own argument. In real life things are not black and white and there are exceptions to any general rule. By dealing with these contradictory points you demonstrate more complex thought, and the listener is more likely to be impressed and persuaded. In a business report or university paper this style is expected.

In the dialogue above you saw some examples of this kind of language: the phrases for 'Conceding a point but then dismissing it' and 'Generalizing and then qualifying'. Study useful vocabulary. They are all fixed expressions: use them exactly as they are here.

Useful vocabulary

Contradictory points

On the one hand... but on the other...

At the first... but in the end...

At the time... but in retrospect...

In theory... but in practice...

On paper... but in reality...

On the surface... but deep down...

Under normal circumstances... but in the current situation...

In the short term... but in the long term...

Making a personal comment

You heard something, but are not sure

It seems that, Apparently

Something is true, but surprising

Actually, In fact, Strangely enough, Believe it or not

Something is obvious or already known

Clearly, Obviously

Good / Bad fortune

Fortunately, Luckily, Unfortunately, Sadly

Saying what you really think

To be honest, Frankly

Saying something confidential

Between you and me, Please don't repeat this but...

Other phrases

Hopefully, Amazingly, Ironically, Understandably, Predictable, Presumably

Saying what will happen in certain circumstances (conditionals)

If..., it'll probably mean that..., We must..., otherwise..., Unless..., it will...

Making two related points

Firstly... and secondly...

To begin with... and then...

For one thing... and for another...

In the first place... and then on top of that...

Conceding a point, but then dismissing it

It's true that... but...

Of course... but even so...

Certainly... however...

Admittedly... but nevertheless... (*formal*)

Generalizing and then qualifying

In general... although...

On the whole... but...

In most cases... however...

Announcing a change of subject in advance

As regards...

Regarding...

As far as... is concerned
In relation to... (*slightly formal*)
With reference to... (*formal*)
Changing the topic
By the way,
Incidentally, (*slightly formal*)
Talking About...
On the subject of...

Time to Practice

1. a) Study a)-e), noticing the phrases in italics.

a) *For one thing* it's too expensive, *and for another* the design is quite old-fashioned.

b) *As far as* the press conference *is concerned*, we need to reassure everyone that the situation is under control.

c) Yes, all our jobs are going to be at risk if the merger goes through. *Incidentally*, did you manage to get any tickets for the game on Saturday?

d) *In general* her decisions about marketing strategy are very good, *although* on this occasion I think she has overlooked the importance of the Internet.

e) *Of course* Silvia has a lot of experience in this field, *but even so* I think the project is too big for just one person.

b) Now match each phrase in italics above to the one below with the closest meaning.

1. By the way,...
2. As regards...
3. Admitted..., but nevertheless...
4. On the whole..., but...
5. In the first place..., and then on top of that

c) Say sentences a)-e) aloud with both alternatives.

2 Fill in each gap with a word from the box. Several answers may be possible, but one solution uses all the words in an appropriate way.

Actually	Amazingly	Presumably	Clearly
Frankly	Ironically	Predictably	Unfortunately

1 A: Can you help us with this email? It's written in Spanish.

B: _____ I'm Brazilian, so I speak Portuguese not Spanish But I'm sure can help you.

2 The trend in IT is for software and data to migrate from the individual PC to the network.

_____, this is quite like the situation with mainframe computers in the seventies and eighties.

3 _____, we can get the information quite easily from Google. But I haven't actually looked for it yet.

4 _____, the original 19th-century London Bridge is now in the Arizona Desert! It was sold in 1962 to an American oil millionaire, dismantled, and then reassembled brick by brick. It is now a major tourist attraction.

5 Hello? Is that Melanie Bryant? Yes, it's about your order.

_____ we're having some problems processing your payment. Can you check at your end to make sure it's been authorized?

6 A: They say they can deliver the materials by the end of the month.

B: _____, I don't care. We've already had one bad experience with them and I think we should look for another supplier.

7 _____, if they want tailor-made version, they'll have to give us detailed specifications. I'm sure they know that

8 Cadbury Schweppes announced cut in its expected earnings on Monday.

_____, the whole food and beverages sector saw lower share prices following the announcement.

3 Complete the text with the structures in italics. Note that they all need two gaps.

As far as... is concerned...	Firstly... Secondly...	Unless... it will...
in most cases... but...	It is true that... however...	

¹ _____ Spain represents only 2% of global GDP, _____ it has produced some multinationals that are major players on the global stage. What are the reasons for this success?

² _____, they have focused on what they do best: large-scale operations. Examples include Telefonica (telecommunications networks), Repsol and Iberdrola (energy) and Ferrovial (infrastructure).

_____, they have made significant moves into Latin America, taking advantage of the common language and culture. Banks like Banco Santander and BBVA have been very active in these markets. ³ _____ these success stories have been large, publicly listed companies, _____ some family-owned firms have also done well. Examples include Freixenet, the leading exporter of sparkling wines to the US, and Inditex, the owner of the Zara clothing brand.

⁴ _____ the future _____, competition is going to get tougher. By concentrating on Latin America, Spanish companies have already picked the 'low-hanging fruit'. There are some major challenges ahead, especially in terms of top management. ⁵ _____ these companies develop more senior executives with international experience, _____ be difficult to expand into the rest of the world.

4 Review some conditional structures. Fill in the gaps with these words: in case, otherwise, provided that, unless, whether.

1. _____ we have managers with international experience, we won't be able to compete in the global marketplace.

2. _____ we have managers with international experience, we will be able to compete in the global marketplace.

3. We need managers with international experience, _____ we won't be able to compete in the global marketplace.

4. Our ability to compete in the global marketplace depends on _____ or not we have managers with international experience.

5. We need to start recruiting some senior managers who speak Spanish,

_____ one day we want to enter the Latin American market.

5 Answer these two questions, choosing from the words and phrases in italics in exercise 4:

1. Which one means the same as all of these: *on condition that / as long as / if and only if*?

2. Which one is used in almost the same way as *if*, but (i) it is more common when there is a choice between two possibilities, (ii) it is more common when the word *or* is also used and (iii) it is used before an infinitive (so NOT *I can't decide if to go to the conference*)?

6 Look at the sentence in the box, and in particular the form of the words in italics.

If we <i>recruit</i> some Spanish-speaking managers, we <i>will be</i> able to operate in Latin America.
--

Now follow these instructions:

1. Make the sentence in the box less certain – it is just a hypothetical idea in the mind of the speaker.

If we _____ some Spanish-speaking managers, we _____ able to open an office in Mexico.

2. Make the sentence in the box about the past. The speaker is expressing regret because they didn't recruit any Spanish-speaking managers.

If we _____ some Spanish-speaking managers, we _____ able to open an office in Mexico.

3. Make the sentence about the past again. This time the speaker is expressing relief –they did recruit Spanish-speaking managers and because of this they were able to open the office.

If we _____ any Spanish-speaking managers, we _____ able to open an office in Mexico.

- Remember that all modal verbs are possible in conditionals. For example, *may* / *might* could be used in 1 above to make the result less certain than *would*.

7 Choose a phrase from the box to complete each sentence below. Several answers are possible each time, but one solution uses all the words in an appropriate way.

On the one hand... but on the other...

At first... but in the end...

At the time... but retrospect...

On paper... but reality...

On the surface... but deep down...

Under normal circumstances... but the current situation...

In the short term... but in the long term...

- _____ the quality is good, _____ the price is quite high.
- _____ she was quiet and shy, _____ she knew what she wanted and was determined to get it.
- _____ Hong Kong Disneyland looks like it should be great success, _____ it will be challenge to adapt the Disney formula to such different culture.
- _____ I found my MBA course very difficult, _____ I got used to the workload and started to really enjoy it.
- _____ we need to establish our 6 presence in the market and increase the visibility of the brand, _____ profitability will of course be the number one objective.
- _____ I would agree with you, _____ I just don't think we can afford to take any risks, Let's put your suggestion on hold and discuss it again in six months.
- _____ it was difficult to leave my job at 28 and invest time and money in an MBA, _____ it was the best career move I ever made.

- Note: *in the end* (№4 above) means ‘finally’ or ‘eventually’, while *at the end* refers to the last part of something

4.4.3 Linking words. Part III

Read the text and then study the bullet points below.

Never before has business ethics been such a hot topic. A succession of scandals at major corporations like Enron, WorldCom and Tyco caused the US Congress to pass the Sarbanes-Oxley Act in 2002 - a major piece of anti-fraud legislation. **Some people argue that** a combination of anti-fraud and equal opportunities laws is enough to ensure ethical practices, and **up to a point**, they may be right. **After all**, American business does seem cleaner and fairer these days. But on the other hand, these laws only come into play after a crisis has occurred, and are **predominantly** concerned with areas like financial reporting, contracts and discrimination. **What companies really need is** a set of standards and codes that describe what is ethical and unethical in the wider sense of society and the environment, and that prevent problems from happening. Moreover, these standards and codes have to be **considerably more** effective than in the past. For example, high-level managers need to take personal responsibility for detecting and preventing misconduct. **Likewise**, whistle blowers lower down in the organization who report misconduct must be protected.

From a financial point of view, having a strong ethical policy can be good for business. Customers dislike companies that exploit cheap labour in poor countries or harm the environment, and 'corporate social responsibility' has become a key part of brand image. Of course a company's social audit is still **relatively less** important **than** its financial audit. But it is in a sense of a victory for ethical campaigners when, for example, the annual report of a company needs to list its contributors to society in order to keep the shareholders happy.

Taking all this into consideration, I am convinced that ethical considerations will have a growing importance in the company of the future. It is true that government

legislation already exists in many areas, but certain core values like integrity, honesty, fair play, commitment to diversity and involvement in the community need extra support. They are too general to be created or defended by laws, **yet** strong leadership in these areas can set an example to employees all through the organization.

- Look at the words in bold above, and the useful language. Find:
 - three structures in the text listed in the useful language *Opinions*.
 - three structures listed under *Focusing*.
 - one word listed under *Emphasising*.
 - one word listed under *Concluding*.
- Notice the linking phase *after all*. It means 'we mustn't forget that'. It does NOT mean 'finally' / 'at last' / 'in the end'.
- Notice the linking *yet*. It is the same as 'but despite this'. There is more sense of surprise than simply 'but'.
- There are five other linking structures that are not in bold because they have already been mentioned in previous units. Find:
 - one for making contrast.
 - one for adding another point.
 - one for giving an example.
 - one for saying something already known.
 - one for conceding a point, but then dismissed it.
- Study the *Opinions* section of the useful language. Notice how you can vary your language (instead of always writing *I think* or *In my opinion*).

Focusing structures

Look at the phrase *What companies really need is...* Look under *Focusing* in *Useful Language* to find more examples of this structure.

In the text you can see a phrase beginning with a negative frequency adverb: *Never before **has business ethics** been...* When you focus on *never* by putting it at the beginning you invert the normal subject / auxiliary word order (***Business ethics has never before been...***). See the mind map for other phrases that can be used in this way.

Adverb + comparative adjective

Look at *considerably* which is more effective than *relatively* which is less important. Why add the words 'considerably' and 'relatively' when the sentence is okay without them? The answer is that it makes the comparison more measured - it sounds like you have considered the comparison more carefully. Adverbs used in this way are:

- far / much / considerably / significantly / substantially (more effective).
- relatively / somewhat (more effective).
- slightly / marginally (more effective).

Useful Language

Opinions

Personal opinion	In my opinion / view... I really believe that... I am convinced that...
Less certain	To my way of thinking... It seems to me that...
Limited knowledge	As far as I know... To the best of my knowledge...
Qualified opinion	Some people argue that... People often claim that... People tend to believe that... This (will) may cause... (All) The majority of managers...
Partially true statement	Up to a point, In a sense, In a way, To some degree / extent, To a limited degree / extent

Focusing

What / The thing ... is	What companies really need is... What we want from you is... What I will do first is... The thing that impressed me most was... The one thing that worries me is ...
-------------------------	--

Negative frequency	Never before has...
	Under no circumstances can we...
	On no account must we...
	At no time have I...
	On no condition will we...
	Only in some respects do I...
	Only on rare occasions have we...
Field of relevance	From a technical / financial / commercial / administrative / ethical point of view...
	Technically speaking
	Financially speaking

Linking words 3

Emphasising	Above all,
	In particular,
	Particularly,
	Especially,
	Mainly,
	Mostly,
	Principally,
	Predominantly,
Comparison	Specifically
	In comparison with,
Similarity	Compared to
	Similarly,
	Likewise,
Exception	In the same way
	Apart from,
	Except for
Explaining	In other words,

	To put it to another way,
	that is,
	i.e.
	To put it simply
Summarizing	Basically (informal),
	To sum up,
	In short,
	In summary
Concluding	All in all (informal),
	All things considered (informal),
	On balance,
	In conclusion,
	Taking all this into consideration

Adverb + comparative adjective

Far / Much / Considerably / Significantly / Substantially (more effective)

Relatively / Somewhat (more effective)

Slightly / Marginally (more effective)

Time to Practice

1. a) Put these phrases in order, from 1 (most careful and measured) to 4 (most certain).

- a) I believe that... ☐
- b) I firmly believe that... ☐
- c) It would seem to me that... ☐
- d) It seems to me that... ☐

b) Now do the same for this group of phrases, again from 1 (most careful and measured) to 4 (most certain).

- a) I tend to think that... ☐
- b) I feel it is possible that... ☐
- c) I am convinced that... ☐
- d) I would argue that... ☐

2 In formal writing you often qualify a general opinion so that it sounds more measured. Tick (✓) the phrase from each pair that is more typical of formal writing.

1a Everybody knows that... ☐

1b Many people believe that... ☐

2a Companies tend to... ☐

2b Companies always... ☐

3a All managers... ☐

3b The majority of managers... ☐

4a Not everybody believes that... ☐

4b Nobody believes that... ☐

5a People always say that... ☐

5b Some people argue that... ☐

6a This may cause problems because... ☐

6b This will cause problems because... ☐

3 Fill in the missing letters.

1. __ _ __ _ a point, this is true.

2. __ _ a sense, this is true.

3. __ _ a certain e _ _ _ _ t, this is true.

4. __ _ a limited d _ _ _ ee, this is true.

5. __ _ the b _ _ _ of my knowledge, this is true.

6. __ _ far __ _ I k _ _ _ , this is true.

4 Rewrite the sentences using *What...is...* to focus on the topic. The first example has been done for you.

1 Companies need a set of standards.

What companies need is a set of standards. _____.

2 I'm talking about a completely new approach.

_____.

3 We want good quality at competitive prices.

_____.

4 I would like to have a chance to speak to him.

Be careful with the next examples - a form of do is also needed.

5 I will first give you the history of the project.

What I will do first is give you the history of the project.

6 We mustn't go over budget.

7 We should employ more local staff.

5 Rewrite the sentences starting with the underlined words.

1 Business ethics has never before been such a hot topic.

Never before has business ethics been such a hot topic.

2 We can under no circumstances accept this deal.

3 This information should on no account be shown to the press.

(Be careful with the next two examples - a form of do is also needed)

4 I agree with you only in some respects.

5 We do business without a bank guarantee only on rare occasions.

6 The phrases in italics are all in the wrong sentences. Put them back into their correct places.

1 From *a commercial point of view*, it is now possible to prevent the body's organs from deteriorating. It requires very large doses of controversial dietary supplements such as human growth hormone, DHEA, antioxidant vitamins, glucosamine, Omega-3 and more.

2 From *a technical point of view*, anti-aging drugs are going to be big business as the 'baby boomer' generation passes through retirement.

3 From *a legal point of view*, having anti-aging drugs cheap and freely available is going to be very popular - retired people make up a high proportion of the voting population.

4 From *a political point of view*, anti-aging drugs raise important questions. For example, should patients first get a DNA test to make sure that they will benefit? And who tells them if this test shows they have a high probability of dying within the next few years?

5 From *an ethical point of view*, anti-aging drugs need careful regulation so that they do not expose their manufacturers to lawsuits by making false claims.

7 Match an informal phrase from Group A with a more formal phrase from Group B.

Group A

1 it's a bit more expensive ☐

2 it's more expensive - but not much more ☐

3 it's far more expensive ☐

Group B

a) it is considerably more expensive ☐

b) it is somewhat more expensive ☐

c) it is slightly more expensive ☐

8 Study the position of *particularly* and *in particular* in relation to a noun phrase:

Business ethics is a hot issue, **particularly** fair trade.

Fair trade **in particular** has become a hot issue in business ethics.

Which one of the above could also be used at the beginning of a whole sentence?

_____, fair trade has become a hot issue.

9 Look at these two sentences:

The software is designed **particularly** for classroom use. The software is designed **mainly** for classroom use.

1 Which **two** of the formal adverbs in the box below mean the same as *particularly*?

2 Which **two** of the formal adverbs in the box below mean the same as *mainly*?

especially principally predominantly specifically

10 Fill in the gaps using these prepositions: *for, from, in, in, into, on, to, with*. Then match a structure from the left column with one from the right.

- | | |
|--------------------------|---------------------------------------|
| 1 apart _____ | to put it briefly |
| 2 _____ comparison _____ | except _____ |
| 3 _____ short | likewise |
| 4 _____ balance | compared _____ |
| 5 similarly | taking everything _____ consideration |

11 Complete the text using the linking words from the left-hand column in exercise 10. Think carefully about the logic of the argument.

¹ _____ the issue of blocking access to certain Internet sites by governments, the topic of 'intellectual copyright' is probably the key ethical issue for the Internet age. Intellectual copyright refers to the ownership of a creative work. If you pay for and download an mp3 music file for personal use, that is legal, but what about if you then place it on your hard disk for peer-to-peer sharing? In the first case, the musicians get paid, in the second they don't. ² _____, an author doesn't get paid if you photocopy their book, and a software writer doesn't get paid if you distribute a pirate copy of their program. What about movie industry? ³ _____ the music and publishing industries mentioned above, they have been considerably more successful in protecting their intellectual property. However, as Internet download speeds increase, file sharing of movies may also become a possibility. ⁴ _____, it looks like all the creative industries are at risk from digital technology. Does this matter? The answer is yes. If musicians, authors, actors, film makers, software writers and others don't receive an income, they won't continue to work to produce high-quality products. In theory, it is easy to see that this situation is wrong, but in practice it is difficult to persuade yourself to pay for something that you can get for free. ⁵ _____, it is probably better to have some sort of regulation so that everyone pays, otherwise the creative industries will enter a slow decline.

12 Match these initials to their meanings: *eg, ie*.

- 1 for example _____ 2 in other words _____

You can also write these with full stops: e.g. and i.e.

Now complete each sentence with eg or ie.

3 Scandinavian countries (_____ Norway, Sweden, Denmark, Iceland and Finland) tend to be early adopters of mobile communication technology.

4 Scandinavian countries (_____ Norway and Sweden) tend to be early adopters of mobile communication technology.

13 Speaking / Writing practice

- Re-read the texts *Never before has business ethics been such a hot topic* (page 127) and *Apart from the issue of blocking access to certain Internet sites by government, the topic of 'intellectual copyright' is probably the key ethical issue for the Internet age* (page 136). This will remind you some issues in business ethics.

- Do some Internet research. Type the words 'corporate social responsibility' into a search engine.

- Now write a short report with the title 'Corporate social responsibility'.

- When you finish (if you are working in a group), read each others' reports.

Have a discussion.

14 Watch the video "How to give a presentation – Business English"

<https://www.youtube.com/watch?v=fzIxDIjXn44> to sum up your knowledge. Discuss it in the group.

15 Speaking practice

The written statements below are taken from an Annual Report. Work with a partner and make the statements more interesting and dramatic for a spoken presentation. Incorporate different techniques, changing the written style to a spoken style. Have fun with the exercise. Present the report together. Assess which team in a group gives the best presentation.

The Global Group took another major step forward last year. As a specialist in telecommunications we have moved into a new league with sales up by 23 percent to €2.135 billion.

We have continued to strengthen our leading market positions all over the world. This positive progress is due to a number of reasons. Global has:

✓ made further inroads into the markets of Asia, Latin America and the Middle East

✓ successfully integrated newly acquired businesses into our own operations, with positive synergetic effects

✓ taken further action to restructure operations and cut costs

✓ initiated efficiency drives in the mobile phone products sector

✓ improved teamwork within the Global Group and with customers and suppliers under the ‘Year of Sales’ initiative, and increased our capacity for innovation.

Increasingly, our employees operate internationally and in international teams. Last year, we were faced with the particular challenge of integrating various newly acquired companies with the Global Group and of creating new organizational units. In the ‘Year of Sales’, we formed a number of additional interdisciplinary and cross-border project teams. For example, the Mobile Phone products business sector launched its ‘Global Management Associates’ project in which teams with employees from different countries jointly analyze work processes and develop best practice guidelines.

We are continuing to concentrate on superior products and solutions which set us apart from the rest of the competition. Our efforts remain geared towards strengthening our market potential through innovation, increasing our attractiveness to end consumers and trade alike, and identifying opportunities for expansion. We are well equipped to achieve sustained growth in both sales and earnings. Our objective for the next year is to pass the €5 billion mark in the sales revenue.

16 Give a short presentation. Follow these instructions:

1) Decide on a topic. Here are three suggestions:

- You are the Director of Tourism for a city or region in your country. Give a presentation about why people should come to visit.
- Choose an object that you have with you, or that is in the room. Give a sales presentation about why it is the best of its kind and why everyone should have one.
- Choose a topic that is similar to real-life presentations that you make.

2) Plan your presentation. Make a few very short notes on the main points. However, do not write a full script. You want to look at the audience, not at a piece of paper.

3) Look back briefly at the mind map and the exercises to review some phrases.

4) Give your presentation. Remember to ask for questions at the end.

(If you are working in class, your teacher will set a time limit. If you are working alone, use a colleague / friend / domestic animal as your audience.)

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