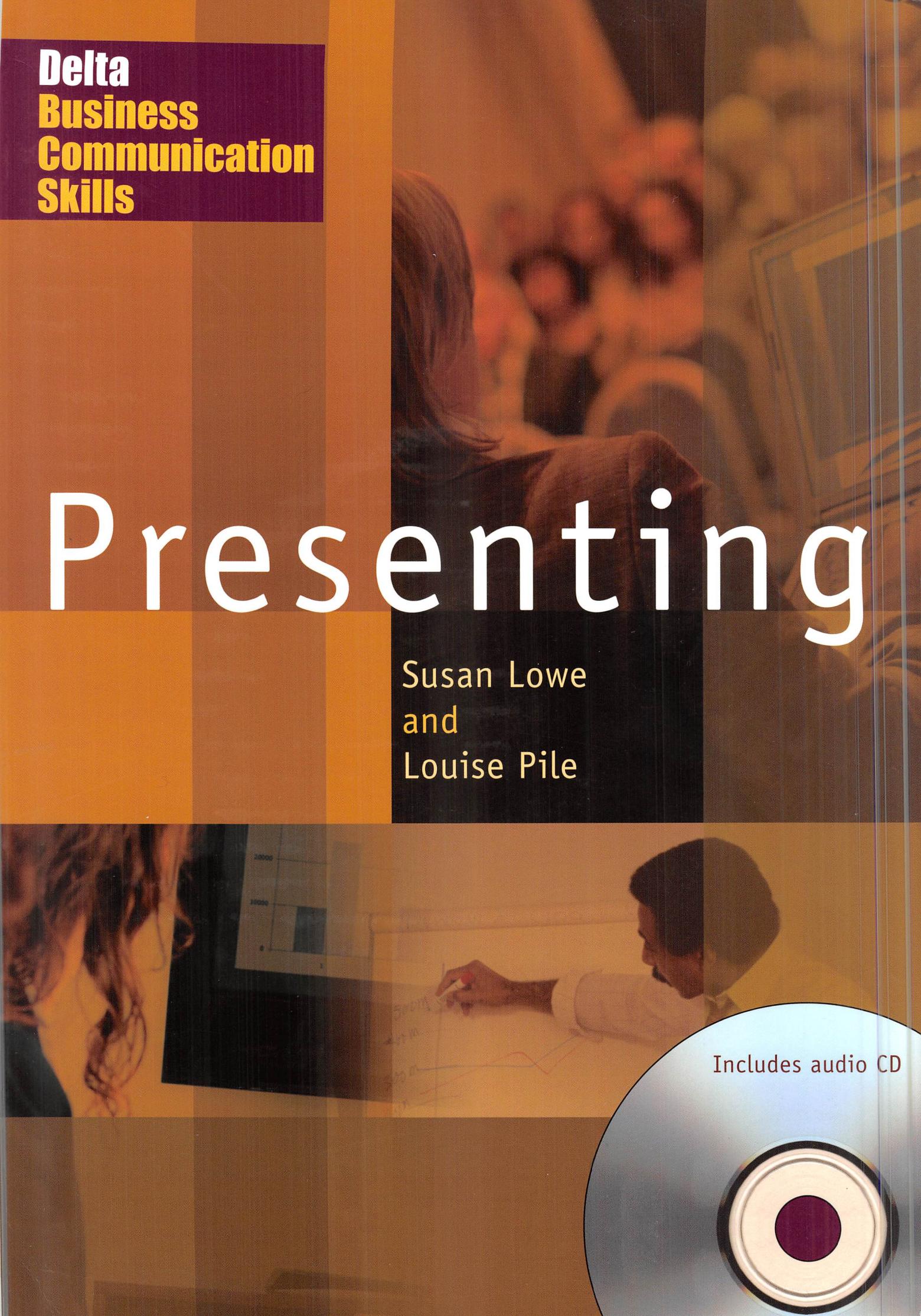


**Delta
Business
Communication
Skills**

Presenting

Susan Lowe
and
Louise Pile

A collage of three images: a woman in profile, a man writing on a whiteboard, and a person looking at a computer screen.

Includes audio CD



Presenting

Susan Lowe
Louise Pile

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Introduction

DELTA Business Communication Skills is a new series which uses a learner-centred approach to develop key communication and language skills essential for today's international business environment. The series is designed for learners of business English at pre-intermediate and intermediate level, either pre-service or in-service, and it can be used either in the classroom or for self-study.

Features of the series include:

- Individual Needs analysis and Learning journal
- Awareness-raising activities
- Extensive personalized exercises
- Tips for effective performance in business
- Helpful suggestions for language study
- Regular language reference and review sections
- Photocopyable resources
- An integrated audio CD
- Full transcripts and answer keys

Presenting aims to develop the skills and language needed to make effective presentations in English, to large and small audiences, and in formal and informal situations.

Presenting consists of six core units, each containing:

- **Context** – to raise awareness of the skills and issues involved in giving different kinds of presentation, and to introduce different strategies for developing these skills
- **Presentation and Practice** – of core language (vocabulary, functional phrases and pronunciation) linked to these skills
- **Tips** (practical or language related) – on how to be more effective when making presentations
- **Consolidation** – to allow you to apply what you have learned to your own work situation
- **Reference** – useful phrases and vocabulary related to each unit
- **Review** – study suggestions and further practice (ideal for homework/self-study)

The book also contains:

- **Needs analysis.** This encourages you to consider what you need to focus on in order to get the most out of the book and your learning.
- **Learning journal.** This provides the opportunity to reflect and personalize what you have studied in the book.
- **Resources section.** This provides additional material such as photocopyable frameworks and cards.
- **Answer key.** This is designed to enable you to work either alone or with a teacher.
- **Transcripts.** These detail the content of the accompanying CD.

How to use this book

Step 1

It is recommended that you start by working through the **Needs analysis** (page 5). This will help you to:

- think about your strengths and weaknesses in presenting in English;
- identify and prioritize your immediate and future needs for presenting;
- determine the order in which you work through the core units of this book.

Step 2

You should then familiarize yourself with the **Learning journal** (page 6), to which you are asked to refer at the end of every core unit.

Step 3

You should work through the units in the order you feel most appropriate to your needs and interests.

We hope you enjoy using this book.


Susan Lowe and Louise Pile
Authors

About the authors

Susan Lowe and Louise Pile have extensive general and Business English teaching and teacher training experience. They have written and edited a range of print and multimedia language-learning materials.

Needs analysis

At some time or other, most of us have to make a presentation of some sort. Speaking to an audience is what a presentation is in its most basic sense. Who that audience is and how formal the situation is, however, can vary. What about you? How effective are you at giving presentations? Consider first of all the kind of presentations you give, why and to whom. Consider then what you find challenging about giving presentations and what you'd like to improve.

1 Complete the table below about yourself.

How often I give a presentation	
The kinds of presentation I give	
The purpose of the presentations	
The audience	
What I find difficult about giving a presentation is:	
● making a good first impression	<input type="checkbox"/>
● structuring my presentation	<input type="checkbox"/>
● keeping my audience interested	<input type="checkbox"/>
● dealing with problems	<input type="checkbox"/>
● using equipment/visuals	<input type="checkbox"/>
● closing the presentation	<input type="checkbox"/>
● dealing with questions	<input type="checkbox"/>
● other	<hr/>

2 Each unit of this book focuses on a different area. Look through the unit summaries at the beginning of Units 1–6 and think about which areas you need to develop. Developing your awareness of what you already do well, and what you could do better, will allow you to focus on improving those skills you really need. Note down the units you intend to work through in order of priority for you – in terms of the area in which you feel you are weakest, or which is currently of most importance to you.

Priority	Unit number and focus area
1	
2	
3	
4	
5	
6	

Before you start working through the units – starting with the one you listed as your top priority – look at the Learning journal on pages 6 and 7.

Learning journal

During the course As you work through each unit, summarize helpful language and tips for giving effective presentations from each unit. An example is given, but what you note down will depend upon your own learning pattern. You should also keep a note of areas that colleagues and friends have said you need to improve on.

Example

Unit: 3 Useful language: as I mentioned earlier / I'll come back to that later Useful tips: The structure of a presentation can be given through the use of phrases and/or pauses and stress.	Unit: 4 Useful language: to develop / developmental testing Useful tips: Group key ideas into threes for extra emphasis.
--	---

Your Learning journal

Unit: 1 Useful language: Useful tips:	Unit: 2 Useful language: Useful tips:
Unit: 3 Useful language: Useful tips:	Unit: 4 Useful language: Useful tips:
Unit: 5 Useful language: Useful tips:	Unit: 6 Useful language: Useful tips:

After the course

It is important to consolidate your learning, both during your course and afterwards at work. After you have completed each unit, you should decide how you will continue to develop your skills, for example which consolidation/revision exercises you will do or how you will practise what you have learned in the workplace. Note that it is helpful to give yourself realistic deadlines!

Make notes on developing your skills, for example using a framework like the one below. An example is given to help you.

Example

Unit: 4

Focus area: Maintaining interest

I need to:

make sure I don't speak too slowly or in a monotonous way

To do this better I intend to:

do the review exercises (Unit 4) on skills and pronunciation (by 24 July). I will also use some questions to involve the audience and I will try to use some phrases such as 'Here's an example' to clarify what I mean next time I give a presentation.

Your planner

Unit:

Focus area:

I need to:

To do this better, I intend to:

This book is designed to be used during and after a course, so keep it with you and refer back to it whenever you need to, and keep adding to your notes!

The first few minutes

THIS UNIT LOOKS AT:

- the importance of making a good first impression
- useful phrases for greeting the audience, introducing yourself and others, and giving the purpose of your presentation

Context

- 1 Brainstorm different types of presentations that business people might give.



- Giving a guest lecture at a conference
- Explaining a new product at a trade show
- Presenting a new policy to the sales team

- 2 Think of the last presentation you gave.

- Why did you give the presentation?
- Where were you?
- How long did the presentation last?
- Who was the audience? How well did you know them?
- Do you think you made a good first impression?

- 3 Look at these techniques for opening a presentation. Have you used / heard anyone else use any of them? In what contexts?

- a surprising fact
- a story/anecdote
- a question
- a joke

In which contexts might each of the techniques be more/less appropriate?

How else might you gain the audience's attention in the first few minutes of your presentation?

Tip Telling a joke can be a good way to keep the audience interested - but it won't be appropriate in all situations and in all cultures.

Presentation



1 1.1 Listen to the presentation extracts (1–4) and match them to these topics/situations (a–d).

- a an annual conference
- b a factory tour
- c a construction schedule
- d a new way of working

-
-
-
-

2 1.1 Listen again and decide ...

- 1 which speakers will be giving their presentation
 - a) on their own b) with others.
- 2 how well each speaker knows the audience.
- 3 which of the techniques from Exercise 3 in the Context section Speaker 2 uses.

Greetings 3 a Look at these ways of greeting an audience. Tick those you would use in more informal situations.

Tip Notice how the speakers often use short forms to sound more informal and fluent: *I would like = I'd like; I am = I'm; My name is = my name's; I will = I'll, etc.*

Hello, everyone.

Good afternoon/morning.

Hi there.

Good morning, ladies and gentlemen.

Welcome to ...

I'd like to welcome you to ...

Thank you (for) ...

Thanks.

b 1.1 Listen to the four speakers again. Which greeting does each one use? What other greetings do you use when giving a presentation?

- Introductions** 4 a Look at the phrases below. Now read the transcripts for audio 1.1 on page 53 and add to the table any other phrases for introducing yourself and others.

Introducing yourself	Introducing others
I'd like to introduce myself. Let me introduce myself.	I'd like to take this opportunity to introduce ... Bernard is responsible for ...

Tip Give your name(s) and job title and/or department/company/organization name clearly.

b Use some of these phrases to:

- introduce yourself
- introduce your colleagues and say what they do.

- Purpose** 5 a Match the two halves of sentences describing purposes for giving a presentation.

- 1 I'm here today to ...
 - 2 I'm going to talk about ...
 - 3 The purpose of my presentation ...
 - 4 Cécile will tell you ...
 - 5 I just wanted to let you ...
- a ... know about the new computer system.
 - b ... put forward our proposal.
 - c ... is to outline the new health and safety procedures.
 - d ... about the course.
 - e ... the plans for the company.

b Use the sentence beginnings (1–5) to make sentences that you might use in a presentation.

Practice 1  1.2 Listen to the presentation extract.

- 1 Who is the speaker?
- 2 What is the reason for the presentation?

2  1.2 Listen again. What phrases does the speaker use to:

- 1 greet the audience?
- 2 introduce herself?
- 3 explain what she will speak about?

3  1.2 Read the transcript for audio 1.2 on page 53 and mark // where you think the speaker should pause. Record the sentences yourself onto a blank cassette, pausing where appropriate. Listen to audio 1.2 again and compare your version with the version you hear.

Tip Pause between different topics, to give the audience time to reflect on what you have said or to emphasize a key piece of information.

4 Complete these prompts appropriately.

- 1 Good afternoon, ladies ...
- 2 I'd like to welcome ...
- 3 Hello, everyone, and thanks ...
- 4 The purpose of my presentation is to ...
- 5 My name is Jacques and I'm ...

5 Correct the errors in this extract.

Good afternoon to ladies and gentlemen. Welcome by Tarlex here in Helsinki. Let me introducing myself. My name's Hari Mikkonen and I'm production manager here. Here is Mikka Lehtinen, who will show you around the factory later. Mikka is responsible at maintaining the machinery here on site.

6 Imagine you are going to give a presentation to a group of clients about the products/services your company offers. You don't know the group at all.

- Greet the audience and thank them for inviting you.
- Introduce yourself and your colleagues.
- Say what your talk will be about.

7 a You are Meeli Saluveer from Tallinn. You receive this e-mail. Make notes on what you will say.

Subject: Personnel policy presentation
Hi Meeli Thanks for agreeing to present the new personnel policy to staff with me tomorrow. Would you do the first few minutes? Once you've told them what we're going to talk about, I'll take over. Perhaps you could then prepare some

b Practise giving the first few minutes of the presentation, paying attention to making a good first impression.

Consolidation

1 Think of two different presentations you may have to give in the future. For each presentation, note the following:

- the subject
- what you hope to achieve
- your audience
- how you will open the presentation

2 Choose one of the presentations and make notes on what you plan to say in the first few minutes.

3 Practise giving the introduction to your presentation (perhaps record yourself).

4 Use the checklist on page 46 to evaluate your performance.



NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

Reference	Useful phrases	Vocabulary
Greetings		Systems and processes
Hello, everyone.*		(administration) process
Good morning/afternoon/evening.		assignment
Hi there.*		(health and safety) procedure
Good morning, ladies and gentlemen.		to implement
Welcome to ...		information systems
I'd like to welcome you (to) ...		to install (machinery)
Thank you (for) ...		to maintain (machinery)
Thanks.*		(personnel) policy
Introductions		proposal
My name's / I'm (Gill Sand).		revised
Let me introduce (myself / my colleague).		schedule
I'd like to introduce (myself / my colleague).		shift system
Let me start by introducing (myself / my colleague).		to simplify
Purpose		(software) program
Today I'm going to ...		stage
I'm here today to ...		structure
I'm going to talk about ...		timetable
The purpose of my presentation is ...		to update
(Cécile) will tell you ...		
I just wanted to let you all know ... *		

* informal

Study suggestion If possible, video yourself, or get a colleague to video you, giving your presentation. Afterwards, watch the video with your colleague and discuss aspects of your performance (appropriateness of body language, formality, etc.). Make notes so you can improve next time, for example:

Don't say *I want you all to ...* but *Please could you all now ...*

Review

Skills



1.3 Listen to three presentation openings. Do you think each speaker makes a good first impression? Why? / Why not?

Useful phrases

1 Match these sentences halves.

- 1 Let me introduce
- 2 I'd like to welcome you all
- 3 Today I'm going to
- 4 Good evening. My name's Gill Sand.
 - a myself and my colleague.
 - b to Hull Communications.
 - c I'm the press officer here.
 - d tell you about some changes to company policy.

2 Imagine you have to a) greet and b) introduce yourself and a colleague to a group of people visiting your factory. What would you say?

3 Prepare a presentation for a group of colleagues about a course you have recently attended. Practise the beginning of your talk, paying attention to making a good first impression. Use the checklist on page 46 to evaluate your performance.

Vocabulary

How many words in the unit can you find to do with systems and processes? Use six of these words to make sentences of your own.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Pronunciation



1.3 Read the transcript for Speaker 2 (page 53). Listen again and mark // where the speaker pauses. Record yourself giving the same presentation opening. Speak clearly and pause in the same places as Speaker 2. Listen to your recording. How effective was your presentation opening?

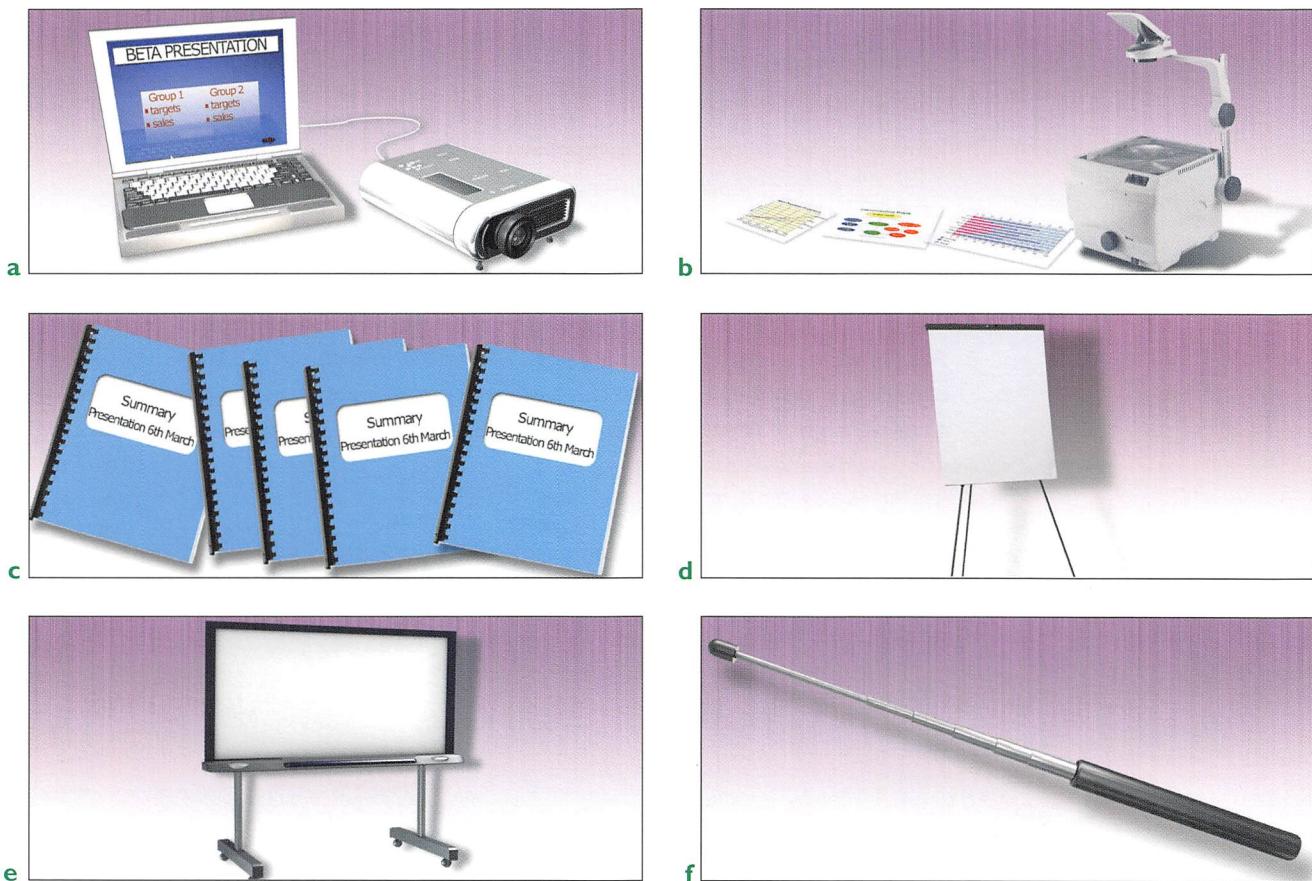
UNIT 2

Using equipment

THIS UNIT LOOKS AT:

- using equipment and visuals to support your presentation
- useful phrases for referring to visuals, ensuring your audience can see and expanding on notes

Context | Match the pictures (a–f) with their names (1–6).



- 1 flipchart
- 2 handouts
- 3 laptop and projector showing a slide
- 4 overhead projector (OHP) with overhead transparencies (OHTs)
- 5 pointer
- 6 interactive whiteboard

2 In which situations would it be appropriate to use the items in Exercise 1? Consider the following:

- the audience
- the room
- the type of presentation

3 2.1 Listen to a presentations expert speaking about visuals. Do you agree with what he says? Why? / Why not? Do you do any of the things he mentions?

Presentation

I Complete this extract from a presentation giving advice on using visuals using the words in the box.

back expand graphs point read see time

- Refer to each visual in your presentation and ¹ _____ to the part you are referring to.
- Make sure the audience can ² _____ the visuals and give them enough ³ _____ to read them.
- Use ⁴ _____ or pie charts where appropriate: images can say more than words. Remember, though, to provide a key.
- Don't turn your ⁵ _____ on the audience when you read the visual.
- Don't ⁶ _____ the visual out word for word; ⁷ _____ on the information given.

Preparing visuals

2 Listen to extracts from two presentations. Decide which of these descriptions relate to which presentation (A or B).

- 1 large audience
2 small audience
3 formal



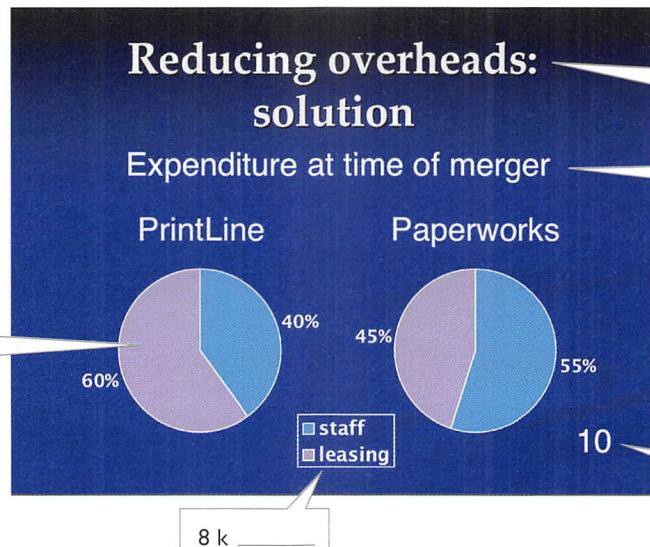
- 4 informal
5 interactive
6 not interactive



Tip Keep text to a minimum on visuals - use key words and lists of bullet points.

- 3 Look at the visuals used in presentations A and B (this page and page 16). Complete the labels. The first letter of the missing words has been given.





7 p _____ c _____ :
image rather than words

5 t _____ of presentation

6 title of s _____

8 k _____

9 n _____ of slide

Using visuals

4 2.2 Listen to the two presentations again and complete these phrases for using visuals.

Handouts

- 1 You don't need to _____ – I've got some _____ .
- 2 Please could you _____ these _____ ? There should be enough for everyone.
- 3 As you can see _____ , the rent on our offices here in Madrid has increased slightly in the last year ...
- 4 If _____ the second handout, you can see that by restructuring our complaints department and merging that with our helpdesk to create a new customer services department, we could save 500,000 euros each year.

Slides

- 5 _____ someone please _____ the lights?
- 6 _____ you see _____ ?
- 7 _____ how our overheads have increased dramatically over the last two years.
- 8 _____ the expenditure of PrintLine and Paperworks.
- 9 If _____ , you can see that by moving the remaining PrintLine staff here to our premises, we would not only save on renting the factory but also on leasing the machinery.
- 10 From these figures, _____ we would save 20% on overheads.

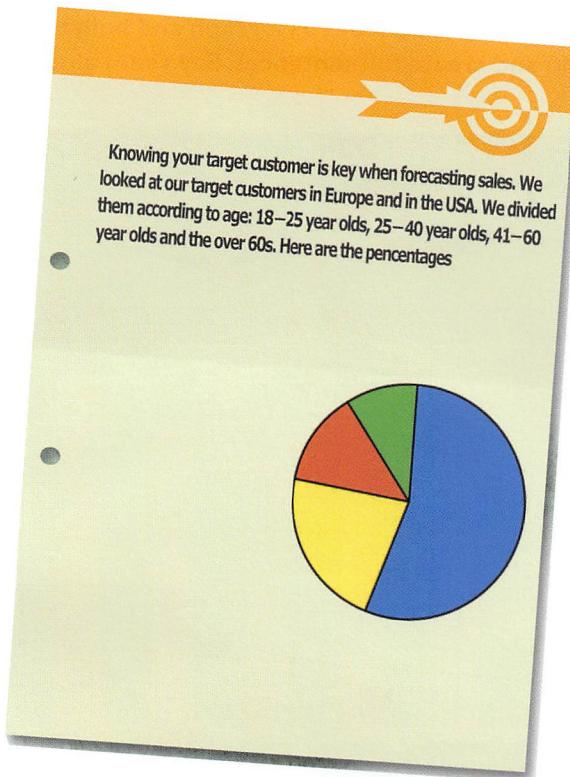
Tip Use if-clauses to focus the audience on the visuals, e.g. If you look at the second handout, you can see ...

Tip In Can you see at the back?, can is pronounced with /æ/ (strong form). In From these figures, you can see that ... , can is pronounced with /ə/ (weak form).

5 2.3 Practise the pronunciation of some of the phrases from Exercise 4. Listen and repeat. Look at the transcript on page 54 to check any phrases you are not sure about.

Practice
Preparing visuals

I Look at these visuals. How can they be improved to make them easier for the audience to read?



When managing a project and considering the budget, you firstly need to gather the data. Then you can make some estimates before gaining management approval. Finally, you need to present the budget to the client.

Using visuals

2 Unscramble these sentences to make phrases you can use to refer to visuals during a presentation.

- 1 from / see / you / this / can / As / slide, ...
- 2 clearly / This / graph / shows ...
- 3 pie chart, / you / this / If / look / you / at / see ... / can
- 4 shows / table / how ... / This
- 5 flipchart, ... / notes / see / my / you / As / can / the / in / on
- 6 handout, ... / turn / If / to / first / you / the / the / of / page

3 Complete the sentences from Exercise 2 with something you might use yourself in a presentation.

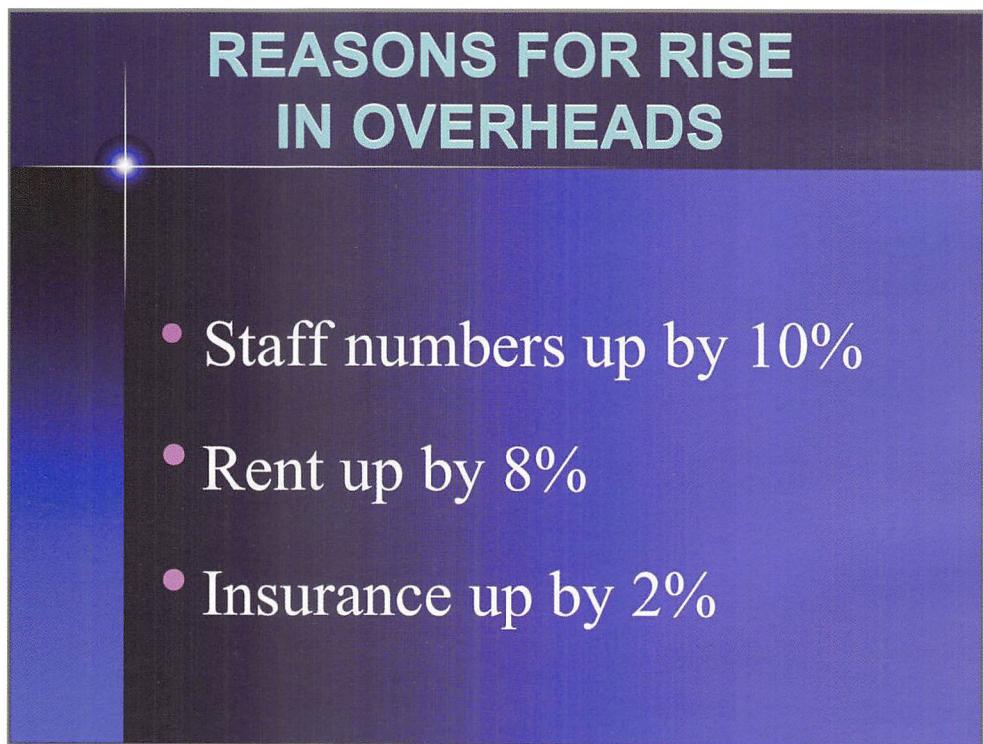
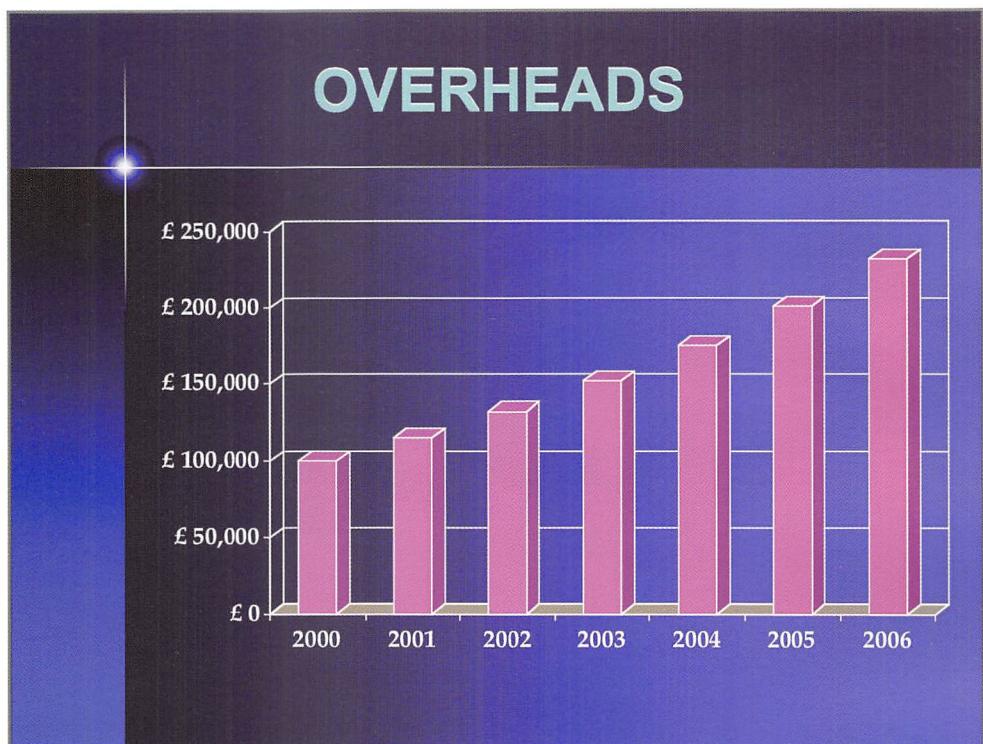
4 Match the two halves to form phrases you can use to make sure the audience can see the visual.

- | | |
|----------------------|------------------------------|
| 1 Can you all | a of handouts on every seat. |
| 2 Would you mind not | b am I blocking the screen? |
| 3 Can you see or | c got a copy? |
| 4 There's a full set | d see the screen from there? |
| 5 It might be better | e to sit here. |
| 6 Has everyone | f sitting there? |

Tip See Unit 5 for dealing with problems with equipment.

5 Practise saying the sentences in Exercises 3 and 4 on page 17. Pay particular attention to the pronunciation of the 'a' in *can*.

6 Look at the key information given on these slides as a graph and bullet points. Expand the information and create full sentences. Say them aloud.





7 **2.4** Imagine you are going to use the slides in Exercise 6 in a presentation to the Board of Directors. Spend a few minutes preparing what you would say. Speak aloud, then listen and compare what you said with the example.

Consolidation

- 1 Think of a presentation you will make soon. Decide what kind of equipment and visuals you will use, if any. (If you do not have a presentation to give, think about the equipment and visuals you could use for the presentation in Unit 1, Practice Exercise 6.) Note your thoughts, explaining why or why not you will use visuals.
- 2 Using the checklist on page 46, prepare your visuals.
- 3 Now prepare what you will say to refer to your visuals and expand on the notes you made on them. Speak aloud.
- 4 After making your presentation, take a few moments to reflect on it.
 - Did the audience react positively to your visuals?
 - What would you do differently next time?

→ NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

Reference**Useful phrases**

You don't need to take notes – I've got some handouts.

Please could you pass around these copies? There should be enough for everyone.

As you can see on the first sheet, ...

If you look at the second handout, you can see ...

Could someone please switch off /dim the lights?

Can you see at the back?

This graph shows ...

These pie charts compare ...

If you look at the next slide, you can see ...

From these figures, you can see that ...

Vocabulary**Equipment/visuals**

bullet list

(photo)copy

flipchart

graph

handout

image

key

notes

overhead transparency (OHT)

(pie) chart

projector

slide

table

title

visual

Costs

to exceed

expenditure

expense

figures

to increase

insurance

to lease

to merge

overheads

to reduce (costs)

rent

to restructure

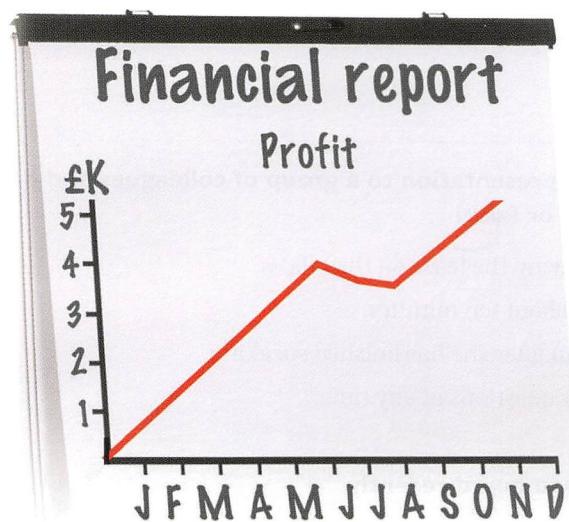
saving

Study suggestion

Use a mind map (see page 21) to collect vocabulary or ideas related to a particular subject. Write the subject in the centre. Main ideas are represented by main branches and secondary ideas are represented as smaller branches coming off those.

Review

Skills Look at these visuals. Which one is more effective? Why? Improve the one that is not very effective.

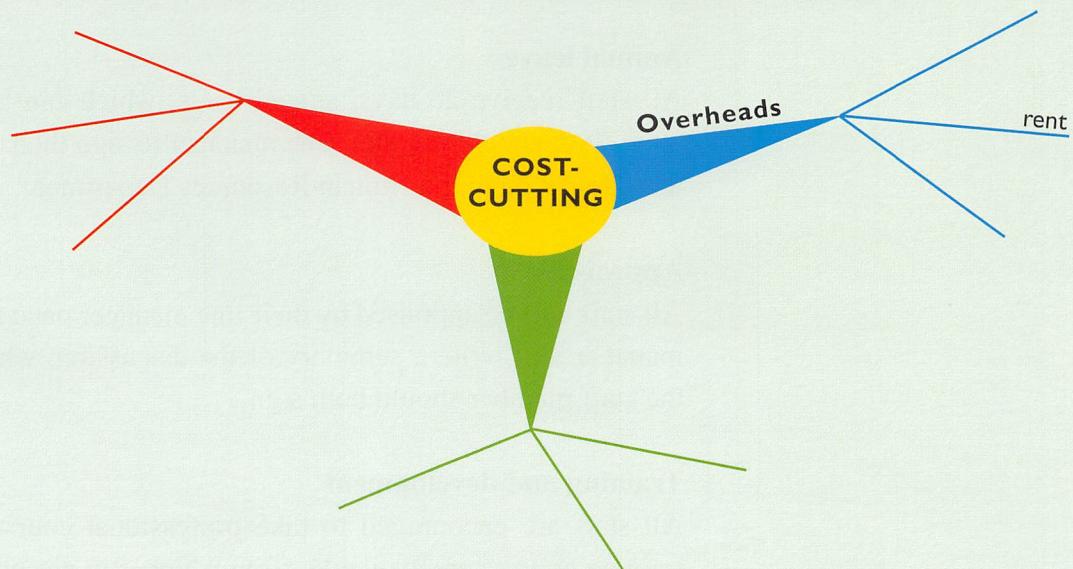


Our sales have increased gradually over the last 12 months overall. We saw a drop in the summer by 10%, but they soon picked up again, and we are now level at 1,000 units per month.

Useful phrases Which phrases could you use in the following situations?

- 1 You want to check your audience can see the flipchart.
- 2 You have some handouts to distribute at the end of the presentation.
- 3 The audience can't see the screen because the lights are on.
- 4 You want the audience to look at the graph on the overhead projector.
- 5 You want to draw the audience's attention to the pie chart on page 2 of their handout.

Vocabulary Complete the mind map with vocabulary relating to cost-cutting.



Pronunciation

2.2 Listen again to Presentation B in audio 2.2 and focus on the pronunciation of *can*. In the transcript on page 54, circle each *can* that is pronounced /æ/ (strong form) and underline each *can* that is pronounced /ə/ (weak form).

UNIT 3

Organizing what you want to say

THIS UNIT LOOKS AT:

- the importance of structuring your presentation
- useful phrases for outlining your talk, organizing your ideas and moving between different sections of your presentation

Context

- I  **3.1 Listen to part of a presentation to a group of colleagues and decide if these statements are true or false.**

- 1 The presentation is about renewing the lease on the offices.
- 2 The speaker plans to speak for about ten minutes.
- 3 There will be time for discussion after she has finished speaking.
- 4 The speaker is happy to answer questions at any time.

2 a Think of a presentation you heard recently.

Did the speaker ...

- tell the audience what (s)he was going to talk about, and for how long?
- say when (s)he would answer questions?
- introduce his/her points in a clear and logical way?

Tip Divide your presentation into sections and introduce your points in a logical order.

b Think of a presentation you gave recently. Did you do these things?

Presentation

Metley Logistics are planning a merger with another logistics company, Take2you.

- I **Read this extract from a staff contract from Metley. How are the working conditions similar to / different from those at your company (or another company you know)?**

Annual leave

All staff receive 20 days' annual leave, which can be taken at any time. Staff should ask their line manager to sign their leave form and then pass it on to the Human Resources Department.

Appraisals

All staff will be appraised by their line manager once a year. The line manager will write a summary of the discussion, which he/she and the staff member should both sign.

Training and development

All staff are encouraged to take professional courses. A range of training courses are available, from which – in discussion with their line manager – staff can choose to attend two per year.

2  **3.2 Listen to part of a presentation by Metley's HR Director, Jürgen Ehlers, to company employees. How will the staff's working conditions change after Metley merges with Take2you?**

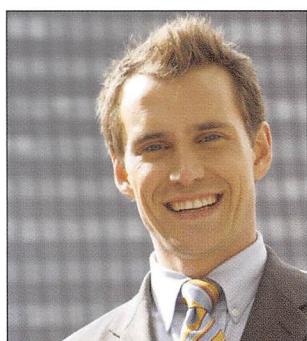
Tip Preparing cards can help you remember the structure of your presentation. Remember to number them in case you drop them!

1 of 5	5 mins

Outlining your talk **3 Say which function (A–C) each of the phrases (1–12) has.**

- A Saying what you'll talk about and in what order
- B Saying how long you'll speak for
- C Saying when you'll answer questions

- 1 Please feel free to ask questions at any time.
- 2 I'll start/begin by/with ...
- 3 Firstly ...
- 4 After that ...
- 5 I'm going to speak for about ...
- 6 Finally ...
- 7 Secondly ...
- 8 I'm going to spend ...
- 9 Then ...
- 10 Please interrupt me at any point.
- 11 This/My presentation will last/take ...
- 12 I would be grateful if any questions could be left until the end.



4  **3.3 Listen to the first part of Jürgen's presentation again and tick the phrases in Exercise 3 that you hear. Check your answers in the transcript on page 56.**

5 Put these words in a logical order.

- 1 to / going / I'm / spend / about / ten / employment / minutes / about / talking / conditions.
- 2 the / will / After / I / that, / discuss / equipment. / new
- 3 interrupt / Please / me / time. / at / any
- 4 start / by / I'll / outlining / the / problem.
- 5 grateful / if / be / I / would / any / questions / the / left / be / could / until / end.
- 6 explain / I'll / in / Finally, / how / fill / the / to / forms.

**Referring to other
parts of your talk**

**6 Look at these phrases for referring to different parts of the presentation.
For each one, decide if the speaker is referring to:**

- A an earlier part of the presentation
B a part of the presentation that has not been reached yet

- 1 As I mentioned earlier, ...
- 2 I will speak about that ...
- 3 Let's go on to ...
- 4 I'll return to that ...
- 5 This leads me to my next point ...
- 6 I'd just like to look again at ...

7  3.4 Listen to the second part of Jürgen's presentation again and add to the list of phrases for referring backwards and forwards in Exercise 6.

8 Match the sentence halves.

- | | |
|----------------------------------|--------------------------------------|
| 1 I'd just like to look again at | a towards the end of my talk. |
| 2 I will speak about that | b there will be a number of changes. |
| 3 Moving on to | c what we said about appraisals. |
| 4 As I have just said, | d staff training and development. |

Organizing your ideas

- 9 a Read the transcript for audio 3.1 (page 56) and underline the phrases used to introduce the speaker's main points.**
- b How would you spend €3,000 on improving your workplace? Devise a short presentation. Use the phrases in this unit to introduce each of your main points.**

Practice

1 Choose the correct form of the verbs in italics.

- 1 I'll start by *to focus / focusing* on the training we offer.
- 2 Please feel free *to ask / asking* questions at any stage.
- 3 *Moving / To move* on now to look at making a formal complaint, ...
- 4 Right, let's *go / going* on to the second problem.
- 5 I'd just like *to look / looking* again at the issue of sick leave.
- 6 I'm going *to speak / speaking* for about ten minutes.

2 Write complete sentences using these prompts.

- 1 talk / last / ten / minutes
- 2 please / interrupt / any / time
- 3 begin / by / discuss / proposals
- 4 return / that / issue / later
- 5 secondly / staff / entitled / 20 days' / leave

Tip The infinitive with *to* is used after some verbs (*I'm going to go*) and adjectives (*feel free to do*); gerunds (-ing forms) are used after prepositions (*I'll start by looking*) and after some verbs (*I'll keep working on it*).

3 a 3.5 Listen and tick the version of each sentence you hear.

- 1 a I am going to look at staff leave.
- b I'm going to look at staff leave.
- 2 a I would just like to mention Henning's proposal.
- b I'd just like to mention Henning's proposal.
- 3 a First, I will speak about staff development.
- b First, I'll speak about staff development.
- 4 a I will return to that later.
- b I'll return to that later.
- 5 a I would be grateful if any questions could be left until the end.
- b I'd be grateful if any questions could be left until the end.

Tip Would/will are often contracted to 'd/'ll' in spoken English.

b Practise saying each of the phrases yourself.

- 4 a** 3.6 You work in the HR department for the engineering company MTL. Your boss has asked you to update a group of HR staff from around the country on the company's future recruitment policy. Prepare an introduction to your presentation based on the following information. Then listen and compare.



- b** Look at the transcript for audio 3.6 on page 57. Underline the contracted words. Practise reading the script aloud.

Consolidation

- 1** Think of a future presentation you need to give. Consider the purpose and audience, and prepare what you are going to say using the framework on page 47.
- 2** Ask a colleague to make notes on your performance as you give your presentation, using the questions in Context Exercise 2. Discuss how you could improve the way you organize what you say.



NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

Reference	Useful phrases	Vocabulary
	Saying what you'll talk about	Working conditions
	I'll start/begin (by/with) ...	annual leave
	Then / After that ...	to appraise/appraisal
	Firstly, ...	(to make) a complaint
	Secondly, ...	contract
	Finally, ...	to employ/employer/employee
	Saying how long you'll speak for	entitled (to)
	I'm going to speak (for about ten minutes).	to improve
	I'm going to spend (five or ten minutes on this).	leave form
	This/My presentation will last/take (15 minutes).	to merge/merger
	Saying when you'll answer questions	notice (four weeks' notice)
	Please feel free to ask questions (at any time).	to recruit/recruitment
	Please interrupt me (at any stage).	to renew (a lease)
	I would be grateful if any questions could be left until the end.	sick leave
	Referring to other parts of your talk	staff development
	<i>Backwards</i>	to target
	As I mentioned earlier, ...	
	I'd just like to look again at (the issue).	
	As I (have) just said, ...	
	<i>Forwards</i>	
	Moving on to ...	
	This brings/leads me to (my next point).	
	Let's go on to (the next item).	
	I'll return to that (later).	
	I will speak about that (in a moment).	

Study suggestion Record yourself giving a presentation. Then listen to the recording, stopping it wherever you didn't say anything clearly enough (too quickly, wrong word stressed, monotonous voice, no pauses, etc.). Make notes for next time: for example, draw arrows over key phrases to remind you when your voice should go up or down.

Review

Skills 1 You are going to give a talk to a group of colleagues at your company about changes to working conditions, using the headings from Presentation Exercise 1. Make notes on how you are going to structure your presentation, using the framework on page 47.

2 After you have given your presentation, answer the questions in Context Exercise 2a. How could you have improved your performance?

Useful phrases Replace each word or phrase in italics with one that has a similar meaning.

- 1 My talk will *last* two or three minutes.
- 2 I'll *begin* by highlighting the main issues.
- 3 *Let's go on* to look at the health and safety policy.
- 4 *As I said*, we face some difficult times.
- 5 *I will speak about that again* later in the presentation.
- 6 *After that*, I'll tell you about changes to staff salaries.

Vocabulary 1 Write the corresponding noun for each of these verbs.

- 1 to appraise
- 2 to complain
- 3 to leave
- 4 to manage
- 5 to discuss
- 6 to train
- 7 to develop
- 8 to employ
- 9 to propose

2 Complete the gaps in this presentation extract with an appropriate word or phrase.

As you probably already know, I'm here today to update you on health and safety issues within the company. 1 _____ going through the new policy. 2 _____, I'll show you the new range of health and safety posters we'll be displaying around the site. 3 _____, I'll demonstrate how to use the new fire extinguishers. 4 _____ interrupt at any time.

Pronunciation Practise reading the presentation extract above, paying attention to the contracted forms. This will help you sound more fluent.

UNIT 4

Maintaining interest

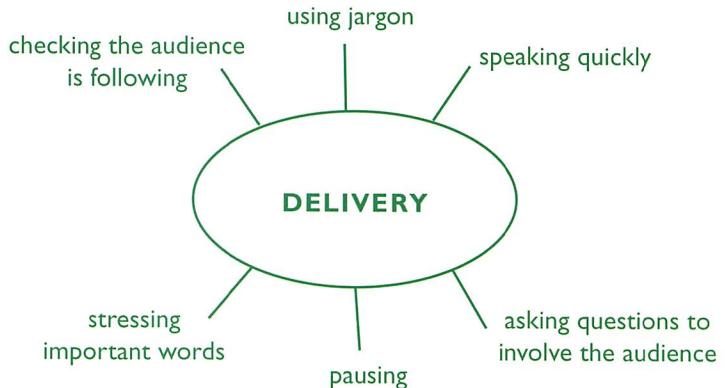
THIS UNIT LOOKS AT:

- maintaining interest through effective delivery
- useful phrases for clarifying what you mean, checking the audience is following and involving the audience

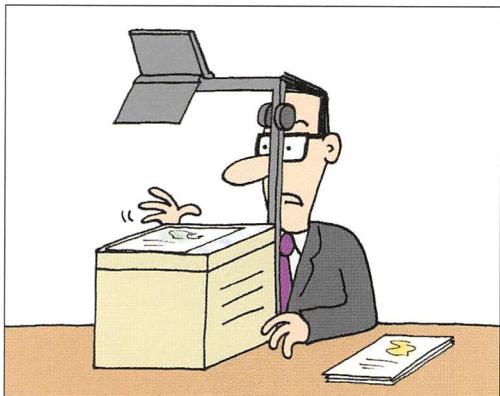
Context

 4.1 Listen to two presentation extracts (A and B) and answer the following questions. For each one, use the ideas in the diagram below.

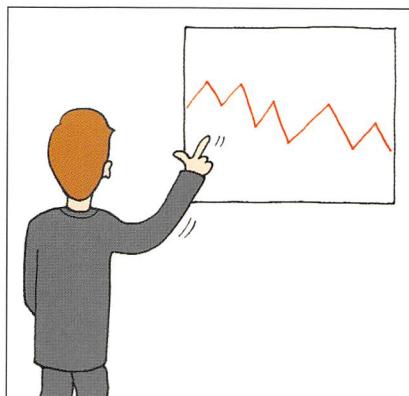
- 1 What is the main point of each presentation?
- 2 How easy are they to understand and follow? Why?
- 3 How interesting are they to listen to? Why?



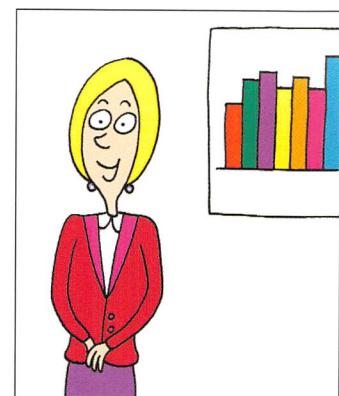
2 Look at these pictures of people giving a presentation. Make a list of tips for positive body language when giving a presentation.



a



b



c



d



e

Presentation Delivery

Tip To make a point clearly, say the same thing three times, or group ideas related to it into threes (ideally starting with the same letter).

Tips

- Grouping words together can add fluency.
- Stressing key words focuses attention on them.
- Pause to separate ideas.

1 4.2 Listen to part of a presentation about a new product. Which of the following groups of three does the presenter use to emphasize her point?

- a good quality, reliable and attractive
- b attractive, economical and durable
- c reasonably priced, reliable and ready to launch



2 4.2 Listen again with your eyes closed. Notice how the speaker groups some words together, how she stresses some words and how she pauses in certain places. Imitate the sound patterns by clapping: do not use words.

3 4.2 Now listen again and mark // in the extract below where the speaker pauses and underline the words (or parts of words) that the speaker stresses.

So, given the excellent pricing strategy and promotional campaign, and given the fact that we have a highly desirable product, I think we're onto a winner. That means we'll be able to establish ourselves in the market well before any similar products become available. In other words, we're sure of success!

4 4.2 Finally, draw ⌂ under the groups of words the speaker joins together so that it sounds as though she speaks more fluently.

Involving the audience 5 How does the presenter in audio 4.2 involve the audience? Look at the transcript on page 58 and underline the useful phrases and strategies.

6 Put the words into the right order to produce phrases the presenter uses to involve the audience.

- 1 know, ... / sure / you / I'm / As / all
- 2 hear / Can / me? / everyone
- 3 you'll / sure / agree ... / I'm / all
- 4 what / Does / they're / know / working / anyone / on?
- 5 us / what / think / the / well? / So / makes / do / new / PDMS / will
- 6 too / if / speaking / know / I'm / fast. / Please / me / let

Clarifying what you mean

7 Read these extracts from the same presentation. Complete the gaps with the phrases the presenter uses to clarify her meaning. Look at the transcript for audio 4.2 on page 58 to check your answers.

I'm here today to talk about the launch of our latest product, the new PDMS: ¹ _____ Portable Data Management System.

For the launch, we've got brochures being printed as I speak – they're four-colour A4, er, sorry, ² _____ they're large, glossy brochures.

So, given the excellent pricing strategy and promotional campaign, and given the fact that we have a highly desirable product, I think we're onto a winner. ³ _____ we'll be able to establish ourselves in the market well before any similar products become available. ⁴ _____, and ⁵ _____, we're sure of success!

Tip Explain any jargon you have to use.

Practice Delivery

- 1 Read these notes for part of a presentation about a new product. Expand and reorganize them so you emphasize the product's good points by saying three things about it.



- Launch 2nd July – newspaper adverts, website
- Competitor developing similar product – not ready until next year
- Our product:
 - energy efficient
 - easy to handle – improved design
 - made from recycled products – environmentally friendly
- Developmental testing – excellent results

Tip To help keep your audience involved, avoid speaking too fast or too slowly.

- 2 Look at what you wrote in Exercise 1 and mark where you would pause and which words you would stress. Speak aloud and record yourself.
- 3 Use the cards on page 48 to make sentences. Read the sentences aloud, making them sound as fluent as possible. Mark the words you think should be stressed.

Clarifying and involving the audience

- 4 Put the following phrases into the correct place in the table below.

The VLE, that's the Virtual Learning Environment.
It's similar to our current policy.
Why do you think that happened?
Here's an example.
Can anyone tell me what our best-selling product was last year?
Let me give you an example of what I mean.
PSO, that stands for Project Support Office.
Tell me if I'm speaking too fast.
Can you hear me at the back?
To put it another way, ...
OK?

To involve the audience and to check they can hear / are following	To clarify what you mean

5 Referring to other people in the audience helps them to feel included and that you value their input. Think of different ways to complete each of these prompts.

- 1 As you will all be aware, ...
- 2 ... , as Vilas knows all too well.
- 3 Stefano, can I ask you to ...
- 4 Giorgi, would you like to add anything to what I said about ... ?
- 5 Marco, would you mind ... ?
- 6 As Matthew has just said, ...
- 7 So, Yasuf, what's the current status of ... ?
- 8 I'll send you all a copy of ...

6 Which of the phrases in Exercise 4 could you use in the following situations?

- 1 You realize you've been speaking quickly.
- 2 It's a big room, and the back row is a long way from where you are standing.
- 3 You don't know whether everyone understands the jargon you want to use.
- 4 You want to involve the audience by asking them to guess how much work you outsource.
- 5 You want to clarify your point by giving an example.
- 6 You want to explain that 'PDMS' on your slides means 'Portable Data Management System'.

Consolidation

1 Think of a presentation you will make soon. Use the preparation sheet on page 49 to plan how you can maintain interest as you give the presentation. (If you do not have a presentation to give, think about the presentation you would give from the notes in Practice Exercise 1.)

Tip Use double spacing so you can mark where to pause, key words to stress and groups of words to run together.

2 Write out the main parts of your presentation and mark which groups of words to run together, where to pause and which words to stress. Practise giving your presentation.

3 Now write just the key words/ideas on index cards and speak from these notes, stressing the key words, running some words together and pausing as appropriate. Record yourself.

4 After making your presentation, take a few moments to reflect on it.

- Did the audience remain interested throughout?
- What would you do differently next time?



NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

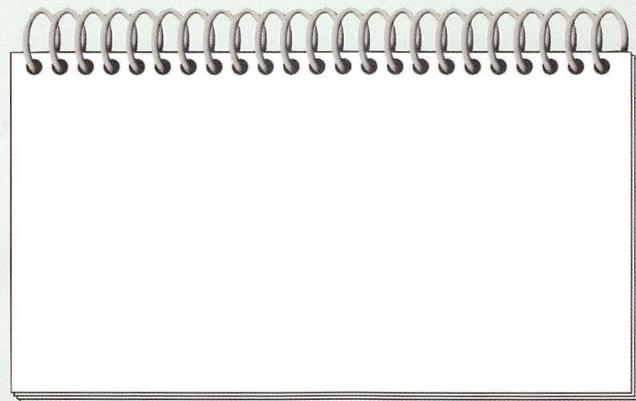
Reference	Useful phrases	Vocabulary
Involving the audience		New products
Can anyone tell me ...?		brochure
Why do you think we did that?		competitor
I'm sure you'll all agree that ...		design
As I'm sure you all know, ...		desirable
As you will all be aware, ...		to develop
... , as you know all too well.		developmental testing
Can I ask you to ... ?		direct marketing
Would you like to add anything to what I said about ... ?		durable
Would you mind ... ?		economical
As (Matthew) has just said, ...		efficient
So, what's the current status of ... ?		to launch/launch
I'll send you all a copy of ...		pricing strategy
Checking the audience is following		product
Tell me if I'm speaking too fast.		to promote
Can you hear me at the back?		promotional campaign
Clarifying what you mean		reliable
It's similar to ...		results
Here's an example.		
Let me give you an example of what I mean.		
That's ...		
That stands for ...		
In other words, ...		
To put it another way, ...		

Study suggestion When practising your presentation, stand in front of a mirror and practise using your body language to support what you are saying verbally. For example, when asking a question, make eye contact with members of the audience.

Review

Skills

Make notes on ways in which body language and delivery can help maintain an audience's interest.



Useful phrases

Correct the mistakes in these phrases.

- 1 Does everyone can hear me?
- 2 I am speaking too fast?
- 3 What do this mean?
- 4 What you think our strategy was when we found this out?
- 5 What did we then?

Vocabulary

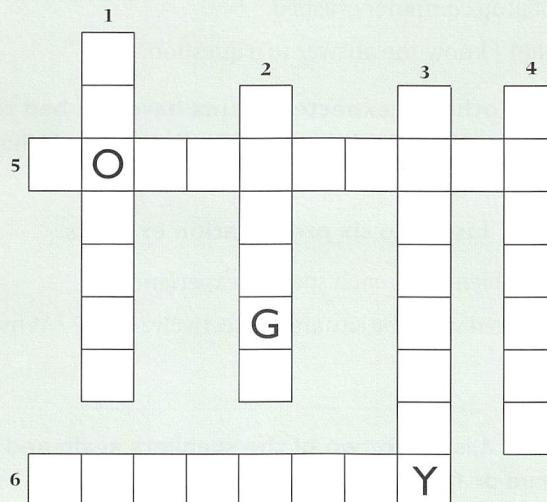
Complete this crossword.

Down

- 1 To advertise, to market
- 2 To plan how a product will look or work
- 3 A plan or way forward
- 4 A production line produces a _____

Across

- 5 A company selling similar goods or services to your company
- 6 You may need to negotiate the _____ date of your supplies.



Pronunciation



**4.1 Look at the transcript for Presentation B in audio 4.1 on page 58.
Underline the key words you think should be stressed. Read it out. Then compare with the recording.**

UNIT 5

Dealing with problems and questions

THIS UNIT LOOKS AT:

- strategies for coping in unexpected situations
- useful phrases for dealing with problems and questions



Context

- 1 a Have any of these things happened to you when you were giving a presentation?

- Your mobile phone went off.
- Someone in the audience kept interrupting you.
- Your microphone wouldn't work.
- You couldn't understand the question someone asked you.
- Your laptop computer crashed.
- You didn't know the answer to a question.



Tip See Unit 2 for more about using equipment and visuals effectively.

- b What other unexpected events have you had to deal with during a presentation? Add these to the list above. What did you do/say?

2 5.1 Listen to six presentation extracts.

- 1 What problem does each speaker experience?
- 2 Do they deal with the situation effectively? Why? / Why not?

Presentation Dealing with questions

- 1 5.2 Listen to two of the speakers again and decide if these statements are true or false.

- A 1 The woman fails to hear the first question.
2 The woman answers the question immediately.
B 3 The man checks he understands the question.
4 The man is unable to reassure Marina.

2 Fill in the missing words and phrases to complete the extracts. Check your answers in the transcript for audio 5.2 on page 60.

A Woman: ¹ _____ a bit, please? I didn't ² _____ what you said.

Man 1: Sorry. I said, what about fees for delegates?

Woman: I'll ³ _____ very shortly. Just before I do ...

Man 2: Can you tell us about the workshop sessions?

Woman: ⁴ _____ leaving questions until I've finished, please?

B Woman: I'd like to ask whether the rumours are true.

Man: ⁵ _____ rumours about possible department closures?

Woman: Yes, we've heard that HQ are going to close our events department.

Man: Well, I ⁶ _____ your worries, Marina, but I can confirm there'll definitely not be any closures.

Tip It is not always acceptable to interrupt a speaker.

3 a Put the phrases from Exercise 2 into the correct part of the table.

Asking someone to repeat the question	
Checking you have understood the question	
Avoiding answering the question	I'll come to that very shortly.
Dealing with interruptions	
Giving your opinion tactfully / putting a different view across	

Tip *Can, could/would and would you mind (+ -ing)* are used to make polite requests.

b Now put the cards on page 50 into pairs to find more phrases. Add these to the table.

4 What would you say in these situations?

- 1 Someone asks you a tricky question and you would prefer not to deal with it now.
That's an interesting question ...

- 2 Someone asks you a question that your colleague knows more about.
Martin, ...

- 3 Someone asks you a question too quickly for you to understand.
I'm sorry, ...

- 4 Someone interrupts you in the middle of your presentation.
Could ...

Tip Don't panic if someone asks you a tricky question. Give yourself time to prepare an answer (e.g. *Let me see/think ...; Well, ...; That's a very good question ...*).

Dealing with problems **5 Match the sentence halves. Which ones are used to apologize? Which are used to tell the audience what you are going to do?**

- Tip Avoid confusing the audience by keeping them informed about what is happening.
- Tip Notice how one of the speakers makes sure he is speaking loudly enough (*Can I just check everyone can hear me?*).
- 1 I'm afraid a apologize for this.
 - 2 If you'll / Can you just bear b but there seems to be a problem with the microphone.
 - 3 I'm sorry. c for the delay.
 - 4 I'm just going to d I try and sort this out.
 - 5 I must e speak to my assistant.
 - 6 Please accept my apologies f that we don't seem to have the slide I need.
 - 7 Just a minute g while I fetch another machine.
 - 8 Excuse me a moment while h with me for a minute ...

6  **5.3 Listen again to two of the speakers from the Context section. What phrases from the above list does each speaker use? What other phrases could each speaker use instead?**

Practice

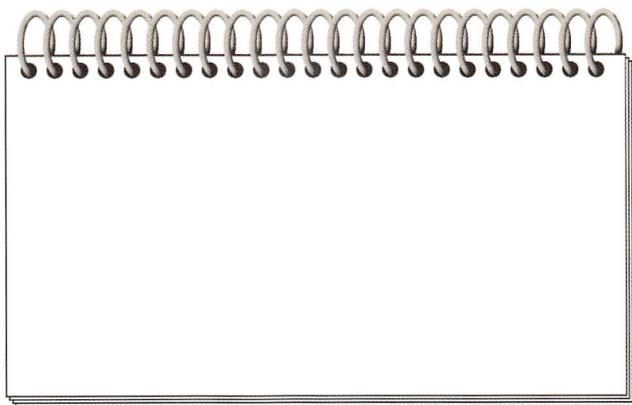
Dealing with questions

Tip Avoid confrontation: if you are asked a challenging question, suggest discussing the issue after the session.

1 Complete the gaps appropriately.

- 1 I didn't c _____ what you said.
- 2 Please could you r _____ the question?
- 3 I didn't quite f _____ what you said.
- 4 Stefan, would you like to t _____ this question?
- 5 What exactly do you m _____ ?
- 6 Would you m _____ waiting for a moment?

2 a Think of the next presentation you need to give. Brainstorm ten questions that the audience might ask you. Make notes on how you would reply to each question.



b Ask a colleague to ask you each of the questions so that you can practise giving the replies. Evaluate your performance. Did you answer the questions effectively? Did you speak loudly and clearly enough? Did you speak at an appropriate pace?

Dealing with problems

3 Brainstorm with a colleague different problems you might experience when giving a presentation. How can you prepare to deal with these effectively (e.g. prepare some handouts to use in case the OHT breaks down)? What would you say?

- 4** Effective preparation can help you avoid problems when you are giving your presentation. Work with a colleague. Together design a checklist of issues to consider when preparing for your presentation. Some examples are given below.

Problem	Find out in advance ...	Useful phrases
Talking too long	how long I have.	How much time have I got for my presentation?
Laptop crashing	if there is other equipment I can use.	Will there be a back-up computer? Is there an OHP available if I need it?

5 Put the words in order to make sentences.

- 1 I / excuse / find / me / a / while / technician. / Please
- 2 that / I / I'm / won't / be / afraid / able / to / show / the / you / film.
- 3 I'm / switch / on / just / the / going / lights. / to
- 4 I'm / broken. / sorry, / is / but / DVD / the

Dealing with problems and questions

6 Look at the cards on page 51. What would you say in each situation?

Tip As you prepare a presentation, think of questions you might be asked and things that might go wrong.

- 7 Have you ever had to give a presentation without any warning? Some people would find this a problem. Choose one of the role-plays (A or B) on page 52 to carry out with a partner.**

Consolidation

- 1 Before you give your next presentation for real, practise giving it to a colleague. Get your colleague to ask you questions during and after your presentation. Afterwards, discuss together how well you dealt with the questions.**

2 After your actual presentation, answer these questions.

- Did you have to deal with any problems or tricky questions?
- What were they? What did you say/do?
- What would you do/say differently next time?



NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

Reference Useful phrases

Dealing with problems

Apologizing

I'm (so/very/really*) sorry (about the delay).

I'm afraid (we have a problem).

I must/do apologize (about this).

Please accept my apologies (for this).

Saying what you are going to do

Can you / If you'll just bear with me (while I get some help), ...

Just one moment while I (fetch another laptop).

Excuse me a moment while (I pass out some handouts).

I'm just going to (speak to my assistant).

Dealing with questions

Asking someone to repeat a question

Sorry, could you repeat (that / the question)? I didn't catch what you said.

Could you speak (more slowly / up), please?

Would you mind (saying that again)?

Checking you have understood the question

Do you mean (on Monday)?

What exactly do you mean?

If I understand you correctly, (you're asking why we did it).

I'm sorry, but I didn't quite follow you / understand what you said.

Avoiding answering the question

Jane, perhaps you could take that question instead.

Unfortunately, I can't say at the moment.

Perhaps we can discuss that later.

Dealing with interruptions

Would you mind waiting until (the end of the presentation)?

I'm coming / I will come (on) to that (next/shortly/later).

Giving your opinion tactfully

I understand what you're saying, but (I'm afraid I don't agree).

I can see your point, but I'm afraid (we have no option).

I can understand your worries, but (it won't happen).

I appreciate your concern, but (the conference will still go ahead).

Vocabulary

Conferences

to book/booking

conference

to crash

delegate

events department

(to pass out) handouts

to hold (an event)

microphone

to organize

to present/presentation/presenter session

speaker

video-conferencing equipment

workshop (leader)

* informal

Study suggestion

If you are using cards during your presentation, note down on the back of each one key phrases you might need at each stage (e.g. Dealing with questions: *Would you mind repeating that?*).

Review

Skills What advice would you give for dealing with problems and questions?

Useful phrases 1 Complete these sentences with words from the box.

accept bear catch come hear repeat see understand

- 1 I'm sorry. I didn't _____ you. Could you speak up a bit?
- 2 Can you just _____ with me for a minute?
- 3 I _____ what you're saying.
- 4 I didn't _____ what you said.
- 5 I will _____ onto that later.
- 6 Could you _____ the question, please?
- 7 I can _____ your point.
- 8 Please _____ my apologies.

2 Use phrases from the unit to respond to these situations as indicated in brackets.

- 1 Oh dear, the OHP isn't working.
(apologize)
- 2 So, how much is organizing the conference going to cost us?
(say you'll deal with the question later)
- 3 I'd like to ask why we are holding the event in June.
(ask another colleague to reply instead)
- 4 Can I just ask why we're not using the Balihol Hotel? It's the best in the whole city.
(disagree tactfully)
- 5 I'm afraid I've run out of handouts.
(say what you're going to do)

3 Look at the transcripts for Speakers 2 and 4 in audio 5.1 on page 60. What could they say to deal with the situations more effectively?

Vocabulary Complete the diagram with words from the unit to do with conferences.



Pronunciation Record yourself saying each of the sentences in the Useful phrases section above. Listen to the recording.

- Did you speak loudly and clearly enough?
- Did you speak at an appropriate pace?

UNIT 6

Summarizing and concluding

THIS UNIT LOOKS AT:

- finishing a presentation effectively
- useful phrases for ending your presentation, summarizing, handing over and thanking



Context | Read this extract from a guide to effective presentations and complete the tips below about how to finish a presentation, using words from the text.

To avoid any problems, take as much time preparing the end of your presentation as the rest of it.

First of all, make sure you signal that you are coming to the end. Then, although you should have explained the main points in the body of your presentation, it is a good idea to summarize them at the end, and finish with a strong final statement. This is what the audience will remember and take away with them.

If your presentation introduced action points, be sure to outline them in the closing part of the presentation and name who is responsible for them with the corresponding deadlines. Each speaker deals with questions differently; you may have answered them during the talk, or you may have asked the audience to wait until the end. Whichever was the case, now is the time to invite final questions.

Some people feel it unnecessary to

thank the audience for listening, but it is generally considered good practice, particularly in more formal settings.

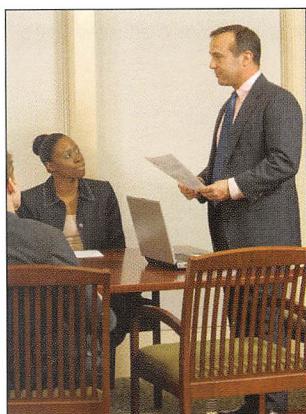
Finally, the audience needs to know what happens next. If you are talking as part of a large conference, you may need to hand over to the next speaker or you may need to explain that there is now a coffee break. If there is nothing following your presentation, you can simply say goodbye.

Tips

- ¹S _____ that you are coming to the ²e _____
- Make a strong ³f _____ s _____
- ⁴S _____ the main points
- ⁵O _____ any ⁶a _____ points
- ⁷I _____ any ⁸f _____ questions
- ⁹T _____ the audience for ¹⁰I _____
- ¹¹H _____ o _____ to someone else / make reference to what happens next / say ¹²g _____

2 Would the tips be different for an informal presentation amongst colleagues?

Presentation Ending



Tip See Unit 5 for useful ways of dealing with questions.

- 1 6.1 Paul Baily, Head of Marketing at National Logistics Ltd, is coming to the end of his presentation. Listen to what he says and decide if these statements are true or false. Correct the false ones.

- 1 Paul has been speaking about branding.
- 2 Paul's strong final statement is that rebranding is more than just a new logo.
- 3 There are no action points.
- 4 His colleague Penny is going to speak next.
- 5 Paul is going to deal with final questions over coffee.
- 6 He thanks everyone for travelling to the presentation.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

- 2 6.1 Here are some useful phrases for ending a presentation. Listen again. Which phrase in each pair does Paul use?

- 1 a This brings me to the end of ...
b I'd like to close by ...
- 2 a Thank you all for listening.
b Thank you for your attention.
- 3 a To summarize, then, ...
b To conclude, ...
- 4 a What needs to be done now is ...
b We'll aim to action these points by ...
- 5 a Does anyone have any final questions?
b Are there any more questions?
- 6 a I'd now like to ask Julie to say something about ...
b Dr Smith is now going to speak about ...

- 3 The phrases Paul uses are quite formal. Complete the table with the formal equivalents of the more informal phrases. Look at the transcript for audio 6.1 on page 62 if necessary.

	Informal	Formal
1 Signalling the end	To finish ...	
2 Thanking	Thanks for your time.	
3 Summarizing	To sum up ...	
4 Referring to action points	I'll get onto ...	
5 Inviting final questions	Does anyone want to ask anything?	
6 Handing over	Julie, could you say a few words about ... ?	

- 4 6.2 Listen to some phrases that can be used to end a presentation. Notice the way the speaker's voice rises and falls (her intonation pattern). When does the speaker's voice go up at the end of the sentence and when does it go down?

Practice Ending **1** Put the following sentences into the correct order to reconstruct the end of a presentation.

- a but an important first step. What needs to be done now is to have our new logo
- b some handouts and I'll hand over to Mr Martin, who is going to say
- c I'd like to close my presentation now as my time is up. Thank you all
- d something about the launch of the new brand.
- e for coming today. In summary, a new logo is just part of the rebranding process
- f designed. I'll get onto that next week. Mrs Kiraly is now going to give you

2 Use the prompts below to make useful phrases for ending a presentation.

- 1 bring / me / end / presentation
- 2 summarize / branding / more than / logo
- 3 thank / attention
- 4 ask / my colleague / say / cost / rebranding project
- 5 questions?
- 6 James / aim to / action / point 3 / next few weeks

3 Make the following informal phrases more formal.

- 1 That's it.
- 2 Thanks for coming.
- 3 To sum up, ...
- 4 I'll tell the customers next week.
- 5 Here's Andrea to say a bit more.
- 6 Any questions?

4  **6.2** Draw arrows over the sentences below to show appropriate intonation patterns. Then listen to audio 6.2 again to check.

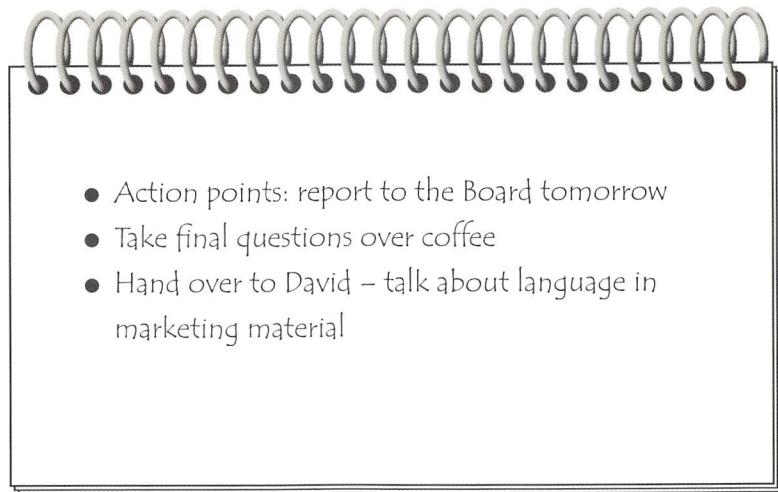
Tip Falling intonation suggests you are finishing what you are saying.

- 1 This brings me to the end of my presentation.
- 2 Julie, could you say a few words about meeting the staff?
- 3 Thank you for your attention.
- 4 To sum up, rebranding our company will make us more competitive.
- 5 We'll aim to action these points by the end of next month.
- 6 Does anyone want to ask anything?

Tip Write the key points as a bullet list.

5  6.3 Listen to some information about a company that is trying to introduce a new brand. Summarize the main points.

6 Prepare an end to a presentation on branding using your summary from Exercise 5 and the following information. Practise saying it. Record yourself.



- Action points: report to the Board tomorrow
- Take final questions over coffee
- Hand over to David – talk about language in marketing material

Consolidation

- 1 Think of a presentation you will make soon. Use the preparation sheet on page 52 to plan the end of your presentation. (If you do not have a presentation to give, think about how you would end the presentation in Unit 1, Practice Exercise 6.)
- 2 Practise giving your presentation, thinking about your intonation pattern. Record yourself.
- 3 After making your presentation, take a few moments to reflect on it.
 - Did you signal the end of your presentation?
 - Did your intonation go down at the end of each statement to show that you were finishing?
 - Did you summarize the main points at the end?
 - Did you refer to any action points and/or what happens next?
 - What would you do differently next time?

→ NOW TURN TO YOUR LEARNING JOURNAL AND MAKE NOTES ON THIS UNIT.

Resources

Note: The material on pages 46–52 may be photocopied for use in class.

Unit 1
Opening your presentation
(Consolidation, Exercise 4; Review, Useful phrases)

Checklist	Yes/No	Notes
Did you ...		
● tell a joke, story ...?		
● greet the audience in a friendly way?		
● introduce yourself – and others – clearly?		
● outline the purpose of your presentation?		

Unit 2
Using visuals
(Consolidation, Exercise 2)

Consider these questions	Notes
● Is the presentation formal or informal?	
● Is the audience a large group, a small group or an individual?	
● What kind of equipment are you going to use? Why?	
● What information do you have that would be useful to show as a visual?	
● What kind of visual would best represent the information?	
● Is the layout of the visual clear and attractive?	
● Is the writing clear?	
● Have you used only key words/figures?	
● Have you used bullet/numbered lists?	
● Have you prepared handouts of all the key information and made extra copies in case they are needed?	
● Other: _____	

Organizing your talk

Questions to consider

- What are you going to speak about?
- How much time do you have for your presentation? for questions?
- What points must you cover? What could you leave out if you don't have enough time?
- In what order will you cover these points?
- When will you deal with questions?

Main points

- 1 _____
2 _____
3 _____

Other points (if time)

- _____
- _____
- _____
- _____
- _____

Useful phrases

Unit 4
Useful phrases
(Practice, Exercise 3)

1

I'm	completely	confident	we'll
do	well.		



2

What	does	this	mean?
------	------	------	-------



3

What	do	you	think
our	strategy	was	when
we	found	this	out?



4

It	means	our	product
is	energy	efficient,	easy
to	handle	and	environmentally
friendly	- a	sure	winner!



Delivery preparation sheet

- How will you stand/sit?
 - Will you be close to the audience/have eye contact?
 - Will you vary the pace of your presentation?
 - Will you stress key words and pause to add emphasis?
 - Will you use jargon or use simpler terms?
-

Ideas to emphasize by saying in three different ways

Phrases to involve the audience

Phrases to clarify what you mean

Other

Unit 5

Useful phrases

(Presentation, Exercise 3b)

What exactly

I can see

Perhaps we can discuss

If I understand you correctly,

Jane, would you like to

I appreciate

more slowly, please?

Unfortunately, I can't

Could you speak

your point.

say at the moment.

do you mean?

take that question instead?

you're asking why we did it.

your concern.

that later.



Unit 5

Dealing with problems and questions (Practice, Exercise 6)

You run out of time.	You forget what you want to say.	Your mobile phone goes off.	You aren't allowed to give the information someone asks you about.
There are problems with the wall speakers.	Your slides aren't visible at the back of the room.	Your computer crashes.	There aren't enough seats for everyone.
Some people noisily enter the room late.	Some people are interrupting you constantly.	You don't understand what someone asks you.	You are showing the wrong slide.
Your video conferencing equipment won't work.	The CD player you need hasn't arrived.	Your slides are in the wrong order.	There aren't enough handouts.
You can't hear what someone is asking you.	Your colleague knows the answer to a question you are asked.	People are talking to each other loudly.	You don't know the answer to a question.



Unit 5

Role-play

(Practice, Exercise 7)

- A Your colleague is stuck in a traffic jam and is late for work.
You will have to update the boss on how the project you are both working on is going instead.

- B Your boss is giving a presentation to a group of clients, when he suddenly asks you to explain the work of your department.



Unit 6

Ending your presentation

(Consolidation, Exercise 1)

Ending your presentation

Useful phrases

- How will you signal the end?
- How will you summarize?
- How will you refer to the next item/speaker?
- How will you thank the audience?
- How will you invite any final questions?

Useful vocabulary

Pronunciation/intonation notes

Delta Business Communication Skills

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