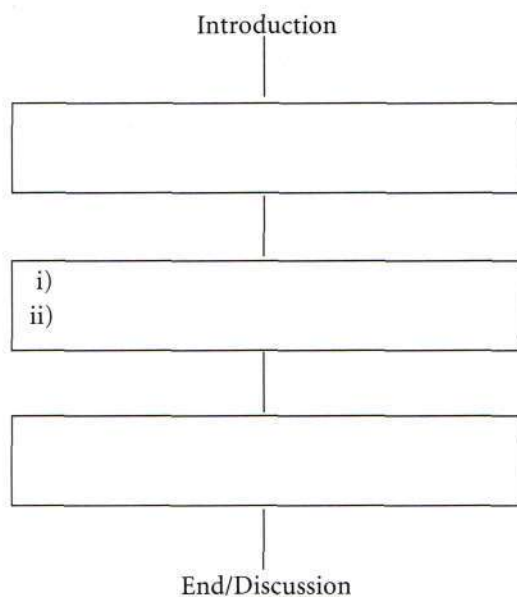




3 Now listen to a second example of an introduction to a presentation. This one is about plans to develop a new production plant in Taiwan.

As you listen, think about these points:

- a) Is it a good introduction?
- b) Why? Why not?
- c) Label the structure of the talk.



4 Work in pairs. Each of you should suggest a possible phrase for each of the cues below.

- a) Greet your audience.
- b) Introduce yourself.
- c) Give the title of your talk.
- d) Describe the structure of your talk.
- e) Explain that the audience can interrupt if they want.
- f) Say something about the length of your talk.
- g) Say a colleague will be showing a video later.



Now listen to the recording of a model introduction based on suitable phrases for a–g.

## Practice 1

Use the outline below to prepare a brief introduction to a talk on safety for a manufacturing company.

<p>New safety conditions for production staff</p>
<ol style="list-style-type: none"> <li>1 Protective clothing</li> <li>2 Training in accident prevention</li> <li>3 Changes to working practices</li> </ol>
<p>Questions / discussion</p>



Listen to the recording of a model answer after you have given your own version.

## Practice 2

Give a one minute introduction only to a talk on any topic you like. If you cannot think of a topic, choose from the list below:

your hometown  
your very first job  
a thing you really like

your favorite sport  
eating out  
your previous job

tourism  
vacations  
your hobbies

## TRANSFER

Prepare an introduction to a short talk on one of the following:

- your company and / or its products / services
- any company you know well
- an institution that you know well.

Decide who the audience is. Make notes. Look at the Skills Checklist on page 62 and remember in particular to consider the points under the heading Audience. Look at the Language Checklist on page 62.

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

- Did you make a recording? If you did, listen to it now.
- Does the recording sound well prepared and competent?
- Did you read everything you said from detailed notes?
- Did you talk using only brief notes?
- Did you speak clearly and not too fast?
- Did you outline the topic, structure and content of your talk?
- Did you refer to audience questions and to discussion?
- How could you improve your introduction?



## Language Checklist

### The introduction to a presentation

#### Greeting

Good morning / afternoon ladies and gentlemen.  
(Ladies and) Gentlemen ...

#### Subject

I plan to say a few words about ...  
I'm going to talk about ...  
The subject of my talk is ...  
The theme of my presentation is ...  
I'd like to give you an overview of ...

#### Structure

I've divided my talk into (three) parts.  
My talk will be in (three) parts.  
I'm going to divide ...  
First ...  
Second ...  
Third ...  
In the first part ...  
Then in the second part ...  
Finally ...

#### Length

My talk will take about ten minutes.  
The presentation will take about two hours ...  
but there'll be a twenty minute break in the  
middle. We'll stop for lunch at 12 o'clock.

#### Policy on questions / discussion

Please interrupt if you have any questions.  
After my talk there'll be time for a discussion and  
any questions.

## Skills Checklist

### Effective presentations – planning and preparation

#### Audience

- expectations
- technical knowledge
- size
- questions and / or discussion

#### Speaker's competence

- knowledge
- presentation technique

#### Content

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

#### Structure

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

#### Delivery

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

#### Visual aids

- type / design / clarity
- relevance

#### Practice

- tape recorder
- script or notes

#### Room

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

#### Language

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

## Quick Communication Check

### 1 Subject

Complete the spaces in the five opening sentences of presentations.

1 My t\_\_\_\_\_ today is about our plans for entering new markets.

2 I'd l\_\_\_\_\_ to say something today about the AX project.

3 The presentation will give you an o\_\_\_\_\_ of our organization.

4 The t\_\_\_\_\_ of my talk is the "Single European Market and Competition Policy".

5 This morning I want to e\_\_\_\_\_ the special relationship between us and our suppliers.

### 2 Presentation structure

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

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

### 3 Introducing your presentation

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

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

### 4 Your policy on questions and discussion

Make sentences from the words below.

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

1 talk, 2 like, 3 overview, 4 title, 5 explain  
 2 a) 2, b) 6, c) 1, d) 5, e) 3, f) 4  
 3 1e), 2d), 3c), 4b), 5f), 6a)  
 4  
 1 interrupt whenever you like.  
 2 Please ask if you have any questions.  
 3 Please save any questions until the end.  
 4 I have a handout for you.  
 5 The handout includes the main points of my talk.  
 6 You may want to take a few notes.  
 7 There will be a discussion later.



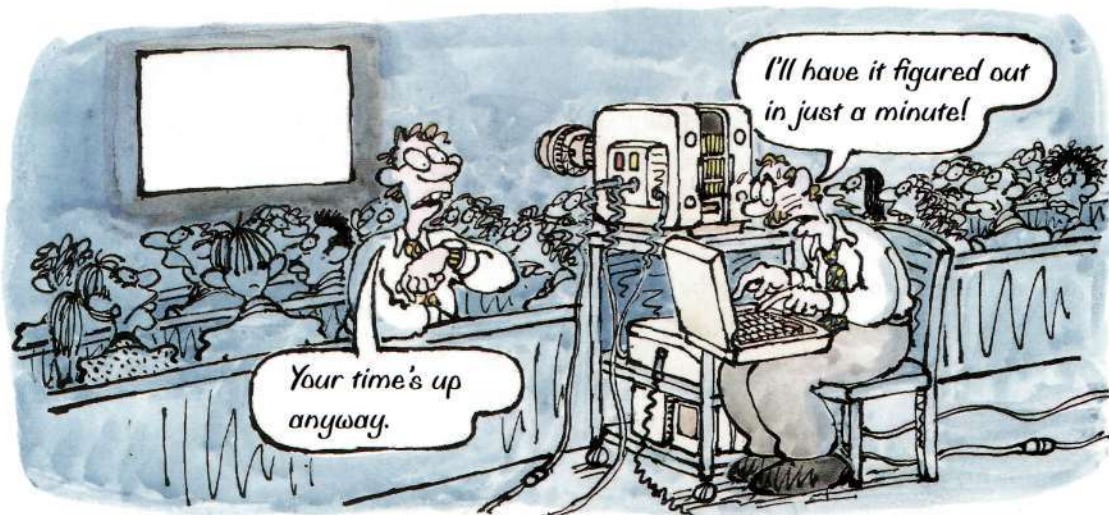
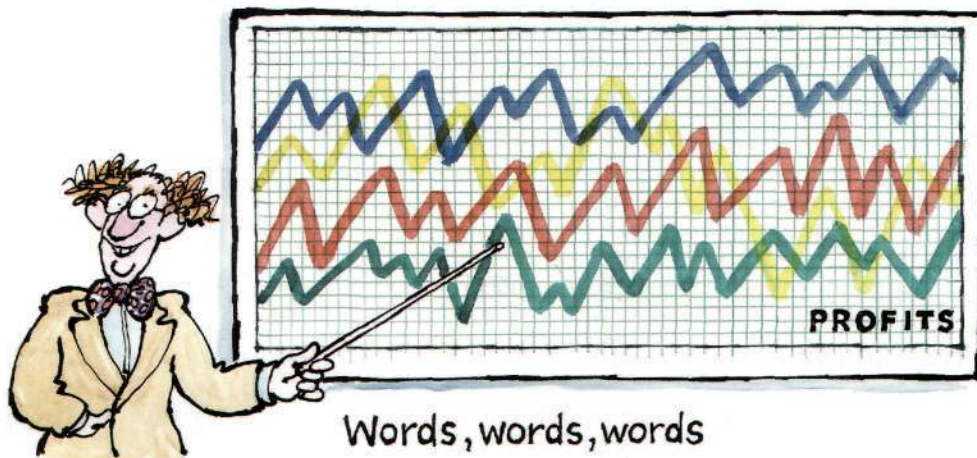
## 7

# Image, impact and making an impression

## AIMS

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

## 1 Using visual aids: general principles

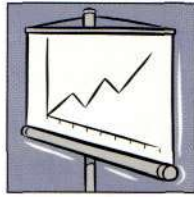


1 What points do the illustrations imply?

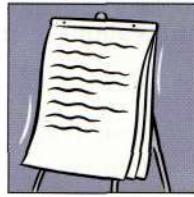
2 Look at the pictures below. Label the tools used to present visual information.



\_\_\_\_\_  
\_\_\_\_\_



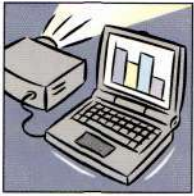
\_\_\_\_\_  
\_\_\_\_\_



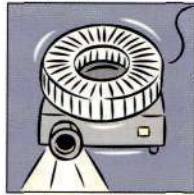
\_\_\_\_\_  
\_\_\_\_\_



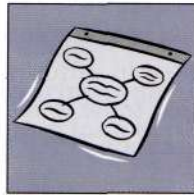
\_\_\_\_\_  
\_\_\_\_\_



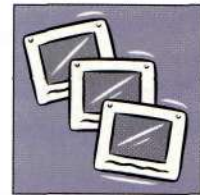
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3 Comment on how visual information is being presented in these pictures, then produce five key recommendations for how to use visual supports in a presentation.





4 Read the text below and find:

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

Dinckel and Parnham (1985) say that “The great danger (in using visual aids) is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. The visual aid needs you, your interpretation, your explanation, your conviction and your justification.”

- 5 Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough to just read text from a visual aid.

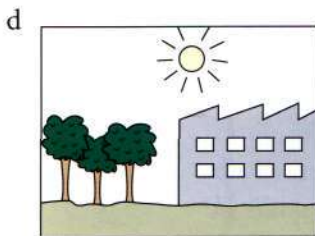
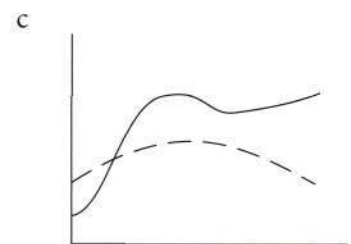
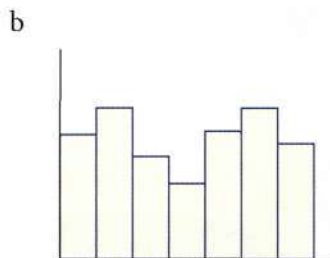
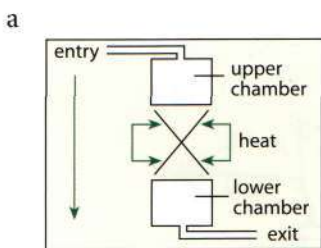
There are many advantages to the correct use of visual aids. They can show information which is not easily expressed in words or they can highlight information. They cause the audience to employ another sense to receive information, they bring variety and therefore increase the audience’s attention. They save time and they clarify complex information.

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

## 2 Talking about the content of visual aids

1 Label the following using the listed words.

pie chart   map   bar graph   table   diagram   picture   line graph   flow chart   plan

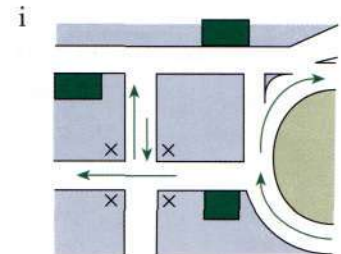
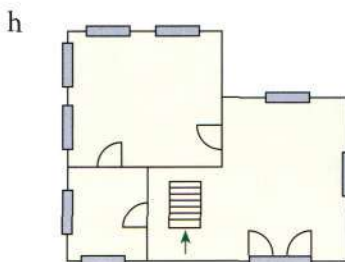
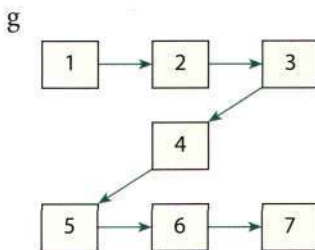
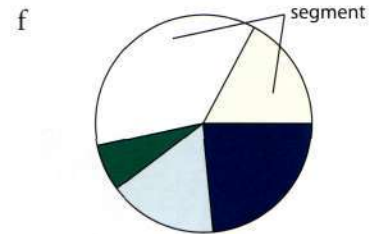


e

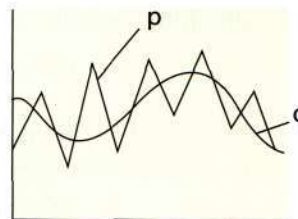
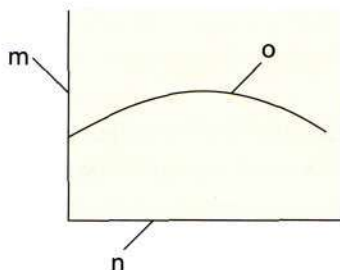
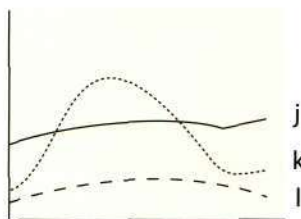
w	w	w	w	w		
w	w	w	w	w		
w	w	w	w	w		

rows

columns



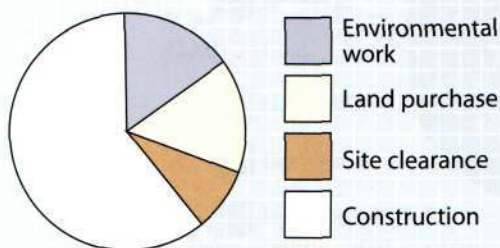
dotted line    curve    fluctuating line    vertical axis  
 broken line    undulating line    horizontal axis    solid line



2 A project manager for FDE, a manufacturing company, gives a presentation on the reasons for choosing a particular location for a new plant. Listen to four extracts from his talk.

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

a



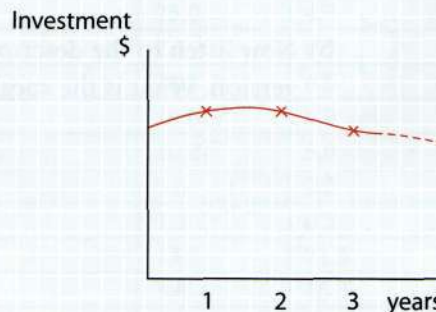
b



c



d





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

Extract 1: .....

Extract 2: .....

Extract 3: .....

Extract 4: .....

3 a) Suggest a typical structure for how a speaker could describe a visual aid, such as the graph below, taken from a presentation, "World energy – going up the chimney," given at an environmental conference.

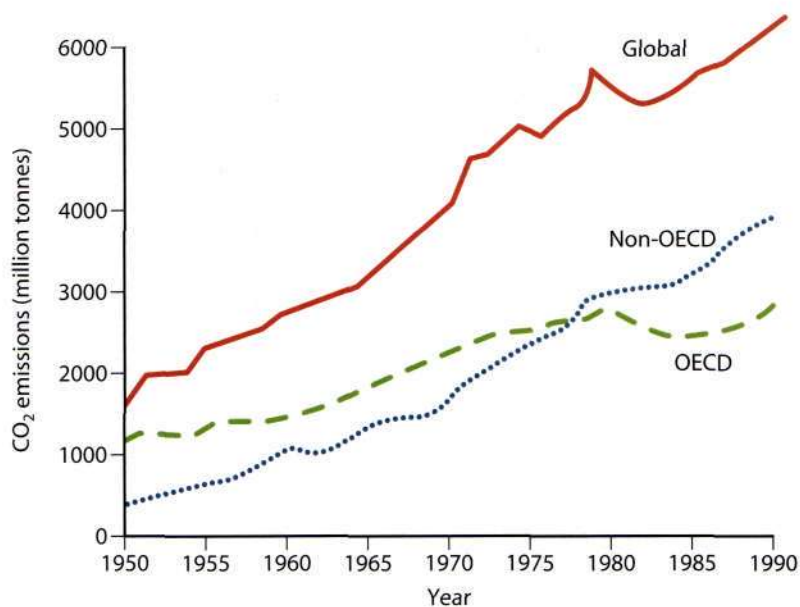


Fig. 1. Trends in CO<sub>2</sub> emissions between 1950 and 1990. OECD (Organisation for Economic Cooperation and Development) countries (developed world) compared with non-OECD countries

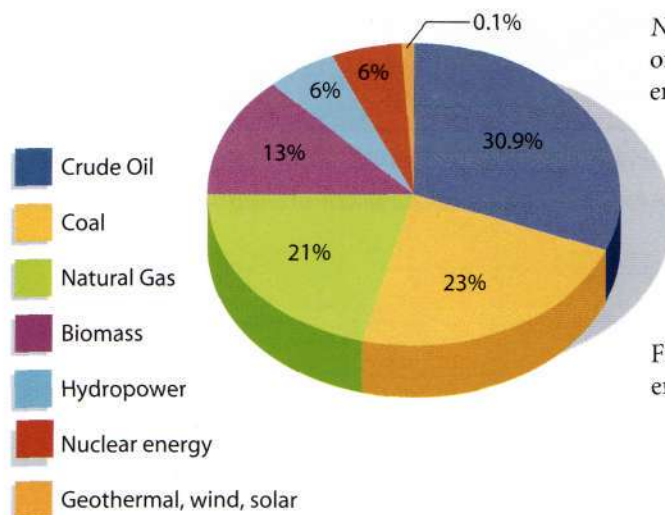


b) Now listen to the description on the tape. Compare the description with your own version. What is the speaker's main point?

c) Listen again. Fill in the blanks in the following sentences.

- 1 Now, I'd like (a) \_\_\_\_\_ this graph. It (b) \_\_\_\_\_ the (c) \_\_\_\_\_ in CO<sub>2</sub> emissions between 1950 and 1990.
- 2 On (d) \_\_\_\_\_ you see the CO<sub>2</sub> emissions in millions of tons, while the (e) \_\_\_\_\_ time over 40 years.  
(f) \_\_\_\_\_ the global total at the top, the broken line here is OECD countries, or developed countries. The dotted line shows non-OECD, or developing countries.
- 3 What we (g) \_\_\_\_\_ here is, quite clearly, (h) \_\_\_\_\_ in CO<sub>2</sub> emissions.

4 In pairs, suggest an explanation for the information below, from the same presentation.



Note: For each picture, select two or three main points for special emphasis in your explanation.

Fig. 2. Sources for energy production

Country/Region	% CO <sub>2</sub> emissions	% world population
USA	25.0	4.7
Canada	2.1	0.5
EU-15	14.7	6.5
Total Europe (EU15 + C&E Europe)	19.6	9.0
CIS Republics	10.2	5.0
Japan	5.6	2.2
Australia	1.3	0.3
China	13.5	21.5
India	3.6	16.3
Korea, Republic of	2.2	0.8

Fig. 3. Shares of global CO<sub>2</sub> emissions and population in 1996 (%). Source: World Energy Council (November 2002) [http://www.worldenergy.org/wec-geis/publications/default/archives/tech\\_papers/other](http://www.worldenergy.org/wec-geis/publications/default/archives/tech_papers/other)



Now listen to a recording of a model presentation.