

SERIE
Archipelago

Presentations

Arnoud Thüss

Third edition



Noordhoff Uitgevers

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Arnoud Thüss

Maarten Schrevel (editor)

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Preface

From its inception the *Archipelago* series of English textbooks has been intended for students studying business skills in Dutch universities of applied sciences. However, the skills taught are skills that students of all types of higher education should be competent in, a fact recognized by students from many other disciplines, who are also using the series. After graduation, nearly all of these students will find jobs in companies, businesses and institutions. Wherever they go, they will have to be skilled in writing e-mails, letters and reports and they will have to be able to participate in meetings and deliver presentations. In short, they will need to communicate effectively. Nearly all of these graduates will find that in the professional world, English is *the* medium of communication.

We have now started developing third editions of the *Archipelago* series. The first to appear will be *Presentations* and *Correspondence*; the others will follow in due time. As before, each of the new books comes with its own website, containing additional material. Those that have not yet been updated will continue to be available until third editions have been produced. The series consists of the following titles:

- Grammar*, second edition, by Marianne van Vlierden
- Correspondence*, second edition, by Tobi Ringeling
- Reports*, second edition, by Corné Stuij
- Presentations*, this third edition, by Arnoud Thüss
- Dialogues*, second edition, by Peter Frambach
- Reading and Writing*, second edition, by Maarten Schrevel
- Meetings*, second edition, also by Maarten Schrevel

In the third edition we continue the successful, practical approach of the first and second editions. Each chapter of each book starts with a case study. This case study may demonstrate a certain practice or provide examples of a particular phenomenon. Each chapter is now clearly linked to the levels described in the European Framework of Reference. The rest of the chapter explains the theory, provides examples and sets assignments. All of the chapters contain an extensive list of vocabulary and expressions relating to the particular skill taught. Each communication skill is thus approached from various angles, one of which is a focus on cultural differences. Once students have completed a book, they should be highly competent in that particular skill.

As before, the *Archipelago* series can be used in various educational settings. In the traditional classroom situation, they can be used as standard textbooks. In project work and problem-based learning, groups of students can work with the books and learn all the necessary skills together, supported by their lecturers. In situations where students have to study independently and

without the help of lecturers, they will find that the series is suitable for their needs as well. The clear English and numerous assignments (with suggested answers provided on the websites) make the series suitable for any student who is working on his own.

The websites contain a wealth of material. Not only will users find suggested answers to the assignments there, they will also find additional assignments, also with suggested answers. All of the vocabulary listed in the books also appears on the websites, together with Dutch translations. Depending on the particular communication skill, the websites may contain extra material as well. For example, on the websites dealing with oral skills, there are modules on pronunciation, contracted forms, weak forms and graded speech.

The masculine form of the third person singular is used everywhere in the series, but this should always be read as including the feminine form.

The authors of the *Archipelago* series would like to thank a number of people for their support, co-operation and help. As one of the authors, I would firstly like to thank all the other authors of the *Archipelago* series: we continue to work together as a team and in the friendly and co-operative spirit necessary for such an undertaking. Although each book is attributed to a single author, some of the other team members have also contributed to them. For example, Tobi Ringeling provided a module on contracted forms, weak forms and graded speech for *Presentations*, *Dialogues* and *Meetings*, and Arnoud Thüss provided the pronunciation module for these three books. Peter Frambach kindly allowed his extensive business vocabulary lists to appear elsewhere too. Tobi's, Arnoud's and Peter's help is much appreciated, for it has certainly contributed to making the *Archipelago* series a comprehensive one. I myself contributed the module on communication theory.

We would also like to give our heart-felt thanks to our partners and families for their constant support.

Finally, many thanks to all the *Archipelago* users who have sent us their remarks in recent years. Their comments have helped us to make the third editions even better than the first and the second. We warmly invite all users of the books to send any further comments to us so that we can continue to improve the series.

August 2013
Maarten Schrevel
editor

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How to work with this book

Presentations aims to teach you how to become a confident public speaker in English. You will learn how to structure your material, how to deal with visual aids, how to meet the expectations of your audience and how to convey your message confidently. You will learn about the differences between spoken and written English and about the impact of the choice of words. While *Presentations* can be studied individually and independently, it can also be used in project-based and problem-based learning environments and in classroom situations.

Presentations consists of a book and a website. The book contains theory and assignments and on the website www.archipelagopresentations.noordhoff.nl you can find the answers to the assignments, a pronunciation course and some additional material.

The book

Each chapter starts with a list of competences that are linked to the Common European Framework of Reference for Languages. You will also find a quote from a professional that illustrates the practical value of the competences and a case study that prepares you for some of the chapter's main issues. The main theory is backed up by examples and you can test your understanding of the theory by doing the assignments. Each chapter ends with a section on cultural differences, a final assignment, a summary and a list of useful phrases. The final assignments take you step by step through the process of preparing and delivering a presentation of your own. Each final assignment covers the phase in the preparation or delivery that is dealt with in the chapter. The final assignments of the last two chapters consist of checklists which can be used to check the main points of your presentation.

The website

Keys to the assignments in the book are suggested on the website. Depending on the type of assignment, either a simple answer is given or possible answers and suggestions. Dutch translations are given for all the useful phrases in the book. The website also contains a basic pronunciation course which will help you to pronounce sounds and words more accurately and to minimize your accent if you have one. The website also contains additional study material. There is a section on general communication theory, a section on contractions, weak forms and graded speech, and there are numerous additional useful phrases.

Presentations is a tool which can help you to deliver a powerful, convincing and well-received speech in English.

'When I know what kind of people are going to listen to my talk, I can think of ways to get more personal contact with them. When I have personal contact, it becomes much easier to communicate my ideas.'

Alumnus Hanzehogeschool

Chapter 1

Preparing a presentation

CEFR focus:

- B1 Is aware of the salient politeness conventions and acts appropriately.
- B2 Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
- B2 Can plan what is to be said and the means to say it, considering the effect on the recipient/s.



After studying this chapter you should be able to answer the following questions.

- What are the main differences between spoken and written language?
- How do you use polite, formal language in a presentation ?
- How do you adapt your presentation to the occasion and audience?
- What could be the purpose of a presentation?
- How can you select and narrow down a subject?

This chapter deals with the first phase of preparing a presentation. There are several things you should be aware of when you begin your work. Firstly, analyse the type of audience and the audience's expectations. As a speaker you should realise that speaking in English to an audience is quite different from writing in English for a reader. Always bear in mind that the audience cannot play back what you have said, so present the information in easily manageable chunks.

This chapter also explains which purposes a presentation can have and how you can select a good subject. Sometimes the speaker may have to think of a purpose and subject; in other cases, somebody else will have determined them. If you are not choosing your own subject, some parts of the sections on purpose and on selecting a subject may be less important than others.

At the end of this chapter there is a final assignment which takes you through the process of preparing a presentation of your own step by step.

Case study



Text 1

In many countries with low GDP, large portions of productive resources are used to support the primary necessities of life. Our model shows that the food problem is related to developments at the level of international income. Indeed, it explains why some countries have developed very fast and other lag behind. We also show how food manufacturing assets determine how and when fast growing economies become stable economies with balanced growth.

Text 2

The productivity of farmers is closely related to the hunger problem and poverty. In most poor countries, agriculture is the most important economic sector, with many people living and working in rural areas. Since those people often cannot invest in expensive technologies to improve fertility and increase production, poverty and malnutrition remain important problems. Consequently, non-agricultural businesses cannot flourish either.

According to the Comprehensive Assessment of Water Management in Agriculture, improving irrigation techniques is highly effective in the fight against poverty and malnutrition in poor countries. It results in better harvests, which result in higher incomes, leading to more investments which, in turn, create higher productivity. Moreover, it attracts investors who are willing to invest in non-agricultural businesses. This positive spiral can lead to rapid economic growth.

It has been shown that countries in which emergency food programmes have been combined with the introduction of new food production technology show much higher economic growth than countries in which this combination has not been made. As such, it is important that government policies no longer focus on the food problem in isolation, but always link food aid with agricultural development.

ASSIGNMENT 1.1

Read the two texts again and answer the following questions.

- 1 What are the differences in language use?
- 2 For what kind of audience is each text intended?
- 3 What is the purpose of each text?

1.1 The language of presentations

Spoken English differs from written English. A presentation is not a spoken composition or a spoken essay. In written texts, the reader determines the pace of the reading process. The reader can stop and re-read a passage if something is not clear. In presentations, the listener cannot influence the pace and may have no opportunity to get the information that he has missed.

To make sure that the listener does not miss any vital information, use less information in a presentation than in a written text. When presenting a report or other text, you often leave out many details and focus on the main points instead. Spoken English has its own specific requirements. The language used in presentations should be unambiguous and instantly clear. This means that you should use simple vocabulary. For example, use 'did' rather than 'accomplished', 'first' rather than 'primary' and 'every year' rather than 'annually'.

**Less
information**

**Simple
vocabulary**

ASSIGNMENT 1.2

Think of simpler substitutes for the following words.

- | | |
|-----------------|----------------|
| 1 to utilise | 6 offspring |
| 2 sizeable | 7 nonetheless |
| 3 impoverished | 8 to dispatch |
| 4 affluent | 9 to ascertain |
| 5 approximately | 10 sufficient |

Presentations also contain simple grammar. If possible, avoid the passive voice in presentations because it is often experienced as being more formal than the active voice. For example, use 'the manager appointed a new secretary' rather than 'a new secretary was appointed by the manager'. However, do use the passive voice if the object of a sentence requires emphasis. For example, in the sentence 'all the problems have been dealt with', 'the problems' are emphasized rather than the people who dealt with them. For more information on the passive voice, please refer to the *Archipelago* book on Grammar.

**Simple
grammar**

Emphasis

ASSIGNMENT 1.3

Turn the following passive sentences into active sentences. Insert 'they' or 'we' if necessary.

- 1 The candidates for the interview were shortlisted by the personnel department.
- 2 The psychological aspects of marketing will also be discussed.
- 3 It was assumed that the memo had been sent by Stella by mistake.
- 4 The research was done by Joan Forrester.

- 5 Better pension arrangements are being fought for by this political party.
- 6 It is claimed by the managing director that layoffs cannot be avoided.
- 7 We shall be informed about the new regulations by management.
- 8 All the security procedures will have been revised by next week.
- 9 Reckless driving must be eliminated.
- 10 While the contracts were being signed to end bear farming in Korea, the WSPA announced that the fight against bear farming in Asia would be continued.

ASSIGNMENT 1.4

Turn the following active sentences into passive sentences, so that the object is emphasized.

- 1 They identified our decreasing market share as the most important problem.
- 2 Mr Collins had already mentioned the falling profits last year.
- 3 People underestimate the importance of this book on SMS language.
- 4 Scientists are developing revolutionary techniques to fight cancer right now.
- 5 In this presentation, I shall discuss three important medical breakthroughs.

Sentences should also be fairly short. Split up long sentences if possible. Compare the following examples. The first is a complex sentence, typical of written English; the second is simpler and typical of spoken English:

Before it was taken over by Fiat, Chrysler had failed to live up to the promise to open up the American market via a merger with Daimler Benz, the company which produces Mercedes.

Chrysler first merged with Daimler Benz, which produces Mercedes. However, it turned out that Daimler Benz could not really expand to the American market. As a result, Daimler decided to sell Chrysler and eventually it was taken over by Fiat.



Short forms are also typical of spoken language. It is quite common to say, 'Hello, I'm Richard Geldof and in this presentation I'll tell you why Fiat bought Chrysler and what they're planning to do next.' Forms like 'I'm', 'I'll', and 'they're' are short forms or contractions. Using them allows you to speak a little faster and makes it easier to emphasize important information.

Short forms

Contracted forms of the verb, the weak vowel sound and elision in speech can be found on the website in the module *Hints for more fluent speech*.



Avoid jargon in your presentation. Jargon is language that is understood primarily by those closely connected to a particular subject: 'We have investigated the respondents' ability to retrieve the original event-sponsor association', for example. 'Event-sponsor association' is a phrase that only a certain group will understand and 'respondent' sounds very technical. In a presentation you can change this sentence into 'We've investigated whether people linked the sponsor to the event.' Uncommon abbreviations can also be jargon: for example, XD for ex dividend and CPU for central processing unit. The risk of using jargon is that some people in the audience will be excluded because they are not familiar with the phrase or abbreviation. If it is necessary to use jargon, explain what the term means or what the abbreviation stands for.

Jargon

Communication in general, a general theory of communication (one which applies to any language) is on the website. It may help you as you explore the topic of giving presentations.



ASSIGNMENT 1.5

Eliminate the jargon in the following sentences.

- 1 Downtime of our servers should be minimized.
- 2 We should use a customer-centric approach to adapt to changing market conditions.
- 3 Business strategy implementation requires management of six supporting factors.
- 4 To enhance performance of the application, we advise using an internet connection of 100 mbps instead of the current 50 mbps.
- 5 It is ordered that the US Department of Homeland Security shall return custody of the Rogadirta.com domain name to the claimant.

The language of presentations is different from the language used in essays and reports. In good presentations, the information is clear and easy to understand. The language is simpler than written language. When you are preparing a presentation, make sure you are thinking in spoken English and not in written English.

1.2 Preparing for the event

When you are giving a presentation it is very important to have an interested and attentive audience. To make sure of this, try to meet the audience's expectations. In addition, collect enough information about the venue in advance. You should also make sure you know how to adapt to the situation and what type of audience you are likely to have.



1.2.1 Formality and politeness

Occasion

When you are preparing a presentation consider what the occasion is. Formal occasions need a formal speech, often with objective and impersonal arguments. A formal occasion calls for formal language use.

ASSIGNMENT 1.6

Determine whether the expression is formal or informal. If it is informal, write down which word or phrase makes it informal.

- 1 We're gonna test 15 participants to find out how much they know about computers.
- 2 The political situation in Vietnam is fairly stable.
- 3 By gadgets I mean phones, tablets, netbooks and that kind of stuff.
- 4 It looks like the discounts actually work.
- 5 The computer got stolen when we were away.

Politeness

On formal occasions you have to pay extra attention to the language of politeness. You will sound more polite if you use 'would like', 'could' and avoid being too direct in your presentation whenever you address the audience.

NEUTRAL EXAMPLE

'I want to explain the role of the fashion industry in eating disorders'

MORE POLITE EXAMPLE

'First, I would like to discuss the role of the fashion industry in eating disorders'

IMPOLITE EXAMPLE

'What did that guy say?'

MORE POLITE EXAMPLE

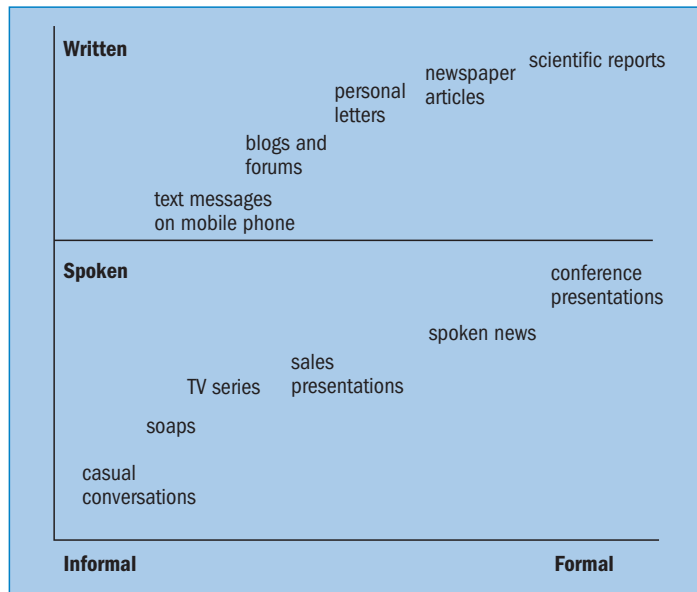
'Could you please tell me what that gentleman said?'

ASSIGNMENT 1.7

Make these sentences more formal and more polite.

- 1 I wanna do the questions at the end of the talk.
- 2 Now the second point: child labour.
- 3 And then the factory owners say "hey, we can't do anything about it".
- 4 Speak a bit louder, please.
- 5 Thanks a lot for listening.

Not every presentation needs to be formal. For example, with a sales presentation, it is not only the arguments that count. The customer must have confidence in you. Sales presentations consequently tend to have a more personal, informal approach. Celebrations call for an informal approach.

FIGURE 1.1 Diagram for formal vs informal in written and spoken language**ASSIGNMENT 1.8**

Indicate where the following events should be placed within the formal – informal diagram.

- 1 A presentation as part of a celebration
- 2 A product presentation
- 3 A TV commercial
- 4 The annual speech of the Queen or the President
- 5 Written texts that you are going to use for your presentation

1.2.2 Venue and audience

You need to have details about the venue. A large group in a small room is more difficult to address than the same number of people in a larger room. On the other hand, a small group in a very large room may make you feel a bit uncomfortable. A room next to a canteen or next to a construction site may be noisy. If you know beforehand that there may be distractions (for example, a construction company is going to drive piles into the ground on the day of your presentation), you could prepare a joke you can use in case they happen while you are speaking: for example, 'it seems they want to hammer their message across as well!' Other aspects that you could check are the climate, the ventilation and the equipment (e.g. microphone, smart board) of the room. If you can choose the time of your presentation, choose a moment when people are not likely to be hungry or in a hurry, so preferably not just before lunch or just before they go home. For many people, the best time is just after the morning coffee break.

The most important point to investigate is what type of audience you will have. Find out what the size, sex, age, educational level and likely professions of the audience are, as well as their general interests. You could also make some tactful enquiries about, for example, their likely political persuasion, if

Venue**Time****Type of audience**

Expectations

this is relevant. Bear in mind that the members of the audience have specific expectations. They are not present by chance. They expect something from you and you should try to fulfil that expectation. Avoid only explaining what you think is important: take into account what they are interested in too. Find out what they already know about the subject. If the audience consists of experts in a certain field, you can often leave out basic definitions and long overviews. If you expect to be speaking to a lay audience, provide more background, more definitions and more illustrations.

Question and answer session

Finally, find out in advance whether there is a question and answer session. If so, anticipate this by thinking in advance about what questions are likely to be asked.

ASSIGNMENT 1.9

You are doing a presentation entitled 'More Power for Consumer Organisations'. Think of four audiences this would be appropriate for. Describe the audiences in terms of:

- Profession
- Educational level
- Sex (if relevant)
- Age group
- Interests

Decide whether you think they would be easy or difficult audiences for you, and explain why.

1.3 The purpose of the presentation

Presentations must have a clear and realistic purpose, and you should decide how you want to achieve it. The purpose might be any one of the following: to inform them of something, to persuade them to believe something, to stimulate them to do something or to entertain them.

Inform

In presentations in which your purpose is to inform the audience about something, the content may have a largely factual basis. When the speech is over, the audience should have knowledge that they did not have before they started listening.

Persuade

If you want to persuade the audience to believe something (for example, you want to influence their ideas) you will want the listener to believe something he did not believe before he started listening.

Stimulate

If your purpose is to stimulate the audience in some way (for example, you may want to teach the audience a new skill), the listeners should be able to do something after the presentation they did not know how to do before.

Entertain

You may, on occasion, find that you are expected to entertain the audience. While your purpose may be simply that, you may have hidden goals: for example, to reveal important truths or change preconceptions. The crucial element in this type of presentation is humour. Bear in mind that for most people it is very difficult to give a humorous presentation.

ASSIGNMENT 1.10

Imagine you are chairing a committee investigating the consequences of privatisation for a healthcare clinic. The committee thinks the privatisation should proceed. You have to give different presentations to four audiences:

- 1 A group of critical doctors who work in the clinic
- 2 A group of worried patients
- 3 A group of information technology experts who have to adapt the computer network
- 4 A group of students who are doing a project on privatisation

Indicate what purpose the presentation should have and why.

1.4 The subject

The subject that you have to deal with in your presentation has probably already been determined to some extent by somebody else (for example, your employer or your host). However, you may still have some freedom to choose your own focus and there may also be situations where you have to think of the subject yourself. The next sections explain how you can find a good subject and narrow it down so that its focus is clearly defined.

1.4.1 Selecting the subject

If you have to prepare a presentation, you may only have been given very general guidelines, such as 'the presentation should expand on the strong points of our company'. If you have some freedom in choosing the subject of the presentation, bear in mind the following points.

The audience's expectations should determine the subject to a large extent. If the audience is interested, they will pay attention. If they are not interested you will lose their attention and they may start talking amongst themselves instead of listening.

A familiar subject. Here is some advice on selecting a topic. Take a subject that you are familiar with and want to learn more about. Allow yourself to be inspired by, for example, something you have seen on TV, something you may have learnt about in a course, or something you have heard people talking about which has aroused your curiosity.

An interesting subject. Take a subject that is fresh and interesting. Subjects like the death penalty and the ageing population have been spoken about so frequently that most people are either already informed enough about the topic or have lost interest in it. If you have to take a subject that you think has been discussed enough, try to approach it from a fresh perspective.

A topical subject. Take a subject that is topical. The advantage of a topical subject is that a large proportion of the audience is probably already familiar with it to some extent. The audience will find the presentation even more interesting if it is a topic that affects them: for example, new legislation with regard to grants, public television, or tax deductions for house owners. If you want to investigate a current topic, ask yourself journalistic questions to find out who did what, why something happened, where and when it happened, and how something was done.

A familiar subject

An interesting subject

A topical subject

FIGURE 1.2 Journalistic questions

Journalistic questions:

- who? what? why? where? when? how?

ASSIGNMENT 1.11

Think of a subject that was in the news the past week. Prepare a five-minute presentation in which you deal with the six journalistic questions. Try to make a coherent story which is more than just a list of answers to the questions.

Strong opinion

Take a subject on which you have a strong opinion. This is particularly important if you are doing a persuasive presentation. Having a strong opinion about a subject makes it easier to think of arguments. Some presentations are followed by a question and answer session or a discussion. If this is the case, having a strong opinion may help make your arguments sound persuasive. If you are expected to guide a discussion after your presentation, you could take a controversial subject so that you will be sure that the audience has a variety of opinions.

Degree of complexity

Take a subject with the right degree of complexity: a subject that is neither too simple nor too complex. Choosing a simple subject often makes things difficult for yourself: there is not much to say about simple subjects and they are often not very interesting.

Specific subject

Specific subject. Take a subject which is specific enough. It should neither be too general nor too detailed. Do not try to do a presentation on the economy of the United States in fifteen minutes. General subjects should be narrowed down. A good example of a subject that has been sufficiently narrowed down is 'the economic consequences of the recent environmental measures taken by the State of New York'.

ASSIGNMENT 1.12

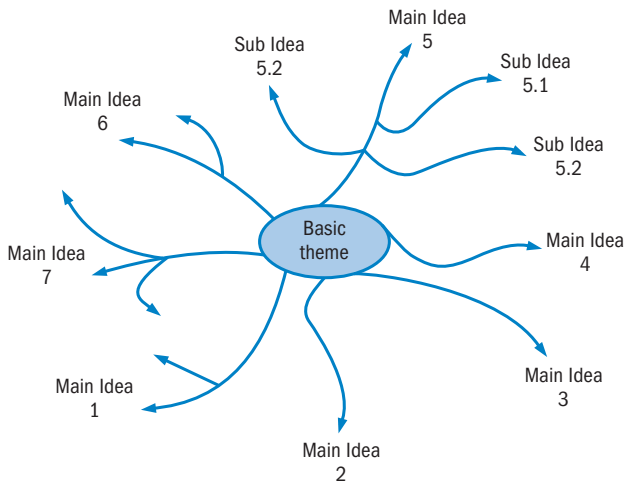
Imagine you have to do a 20-minute presentation for a non-specialist audience. Study the following titles and determine what is wrong with the subject or the title, then compose some better ones to replace them.

- 1 The entertainment industry
- 2 The internet
- 3 How to FTP .docx documents to our HQ
- 4 The need for gun control in the USA
- 5 TV commercials

1.4.2 Subtopics and focus**Brainstorming**

When you have chosen a subject, you should decide which aspects you want to deal with in the presentation. The best approach is to first generate as many ideas as you can and then make a selection. Brainstorming is an effective method for generating ideas. Make a list of everything that comes to mind relating to the topic. Write down the ideas as quickly as you can without thinking too much about them. Try to make associations. After you have made the list, think about each idea and find out which of them are related. If you have chosen a subject that you are familiar with, you will probably end up with more ideas than you can use in the presentation. You can make a mind map to visualize how ideas are related. Write down the most important ideas on the middle of a piece of paper. Then draw lines and circles to indicate how other ideas evolve from those main points. The next step is narrowing down the subject.

FIGURE 1.3 Mind map



Source: www.tangram.co.uk

Narrowing down is a continuous process. After you have selected a subject and collected some ideas, select the ideas that fit together logically. These are your subtopics. Start collecting more material on them. If you have collected so much material that you do not think you can fit it all into the presentation, concentrate on the subtopics that you find essential and leave out the less important ones. When you rehearse the final version of your presentation you may once again have to leave out some of the subtopics if the presentation turns out to be too long. Always bear in mind that the remaining subtopics must form a coherent set.

If you have narrowed down the subject enough, the presentation should have a clear focus. It should not only be clear what the main idea of the presentation is but also what subtopics deserve special emphasis and what the limitations of the presentation are. You should be able to explain why you have selected certain topics and why you will not discuss other related topics. Find material to support your ideas and give you the background information that you need.

**Narrowing
down**

Clear focus

ASSIGNMENT 1.13

Imagine you have gathered material on Japanese management. Study the list of ideas below. Suppose you want to focus on the differences between the old and the new generations with regard to employment. Which ideas are most appropriate to use?

- 1 Western workers are more demanding than Japanese workers.
- 2 Older managers are extremely loyal to their companies.
- 3 By the end of 2011, Japan's unemployment rate reached 4.5%.
- 4 Managers who used to put in 12-hour days are now retiring.
- 5 Group challenges no longer give satisfaction.
- 6 Interests outside work.
- 7 Some companies have introduced sabbatical leave.

- 8 Prizes are given for local community work.
- 9 Growing up in prosperity versus growing up in the post-war period.
- 10 All workers except part-time workers are called 'sararimen' (salarymen).
- 11 A researcher says that young managers are very competitive, but not eager enough to put in long hours.
- 12 Working overtime versus enjoying cultural delights.
- 13 The top manager's fringe benefits are still considered good.
- 14 Most job-hopping occurs among small firms.

1.4.3 Structuring your ideas

After you have generated ideas by brainstorming and gathered information in the library and elsewhere, it is time to structure the information. Make a topic tree by organising the material logically and indicating the relationship between ideas. First browse through all the material that you have and decide on a few main topics. Then list all the ideas that are relevant to each main topic. Drop anything that is not relevant to the main topics.

Topic tree

Example: a topic tree for a part of a presentation:

Access to public buildings and disability

- I Kind of impairments
 - A Low vision
 - 1 Definition
 - 2 Statistics
 - 3 Example: Mrs Freedman, the blind telephonist
 - B Mobility impairments
 - 1 Definition
 - 2 Statistics
 - 3 Example: Mr Willams, a receptionist suffering from MS
 - C Health impairments
 - 1 Definition
 - 2 Statistics
 - 3 Examples
 - II Adaptive technology
 - A Building adaptations
 - 1 Elevator
 - 2 Electric doors
 - B Furniture
 - 1 Wheelchair
 - 2 Adjustable chairs and tables
 - C Electronic equipment
 - III Legal issues
-

Having a topic tree makes it easy for you to see if the presentation is going to be coherent and well-structured. Moreover, it will make it easier for you to state the main idea of your presentation in the introduction. The topic tree contains the most important words of your presentation. Make sure that you know how to pronounce those words and practice the pronunciation of difficult words.

ASSIGNMENT 1.14

Do Pronunciation Practice, Basic pronunciation course

- Part 1: Sounds of speech
- Part 2: Vowels

**ASSIGNMENT 1.15**

Go to www.youtube.com on the internet. Find one formal presentation (e.g. a scientific presentation on a conference) and one informal presentation (e.g. a sales presentation). Make notes about formal and informal language use. Prepare a five-minute speech in which you comment on language use.



1.5 Cultural differences: arrival and making contact

At what time you should arrive for an appointment depends on local conventions, the occasion and your position. On formal occasions, people will usually be on time, but if you have to do a presentation in an informal situation, conventions can vary. If you have a business meeting in the United States, those with important positions within the company can afford to be late, but not those lower in the company ranks. In informal meetings in Latin America you should not be surprised if people are up to 30 minutes late. However, in eastern Asia, people tend to arrive earlier than the time agreed on.

If you have arrived in a country whose customs you are not familiar with, make sure that you have a basic knowledge of introductory formalities.

Using the wrong phrases or making the wrong gestures can be embarrassing. For example, in Hong Kong and Indonesia, never beckon by putting your hand out and curling your index finger back and forth. In those countries, this gesture is only used when beckoning animals.

Final assignment

The assignments at the end of each chapter take you through the process of preparing and delivering a presentation of your own step by step. The assignment below covers the first phase of the preparations.

ASSIGNMENT 1.16

- 1 You are going to give a presentation. Write down information on the following factors:
 - Occasion
 - Location
 - Time
 - The type of audience
 - The audience's expectations
 - Will there be a question and answer session?
- 2 Determine the purpose and the aim of your presentation.
- 3 If the topic of your presentation has not been determined, select a topic. Consider the political or other events that have taken place in the past few weeks, or the current economic situation. Take a piece of paper and write down every subject that comes to mind. Try not to spend much

time thinking about the subjects in any detail. After a few minutes, stop writing and select the subject that you think is most promising.

- 4 Explore the subject by asking yourself the journalistic questions *who? what? why? where? when? and how?*
- 5 Create a point of view. Decide from what angle you want to deal with the subject. This could be your own opinion, but it could also be another viewpoint with which you sympathize: for example, the viewpoint of a particular political party or a particular group of consumers. Decide on the arguments you will use to defend your point of view.
- 6 Generate ideas by brainstorming. List all the ideas that come to mind that seem relevant to your subject and do this as quickly as you can, without thinking too much about them.
- 7 Narrow down your list. Study the list of ideas that you have collected. Select those that you want to include in the presentation, and also determine if the ideas you have selected form a coherent set.
- 8 Make a topic tree of your ideas.

Summary

This chapter on the initial preparations for a presentation dealt with the following topics:

The language of presentations

Presentations should have:

- A limited amount of information
- Simple vocabulary
- Simple grammar
- No jargon

Preparing for the event

Check to what extent the occasion is formal

Check the following:

- The location
- The time
- The type of audience
- The audience's expectations
- Whether there is a question / answer session

The purpose

The purpose of a presentation can be:

- To inform
- To stimulate
- To persuade
- To entertain

The subject

A good subject is:

- Familiar
- Interesting
- Topical

- Easy to form an opinion about
- Not too complex nor too simple
- Specific

The focus

The subject will acquire a clear focus if you carry out two processes:

- Brainstorming
- Narrowing down

Useful phrases: introductions, starting a conversation, being hospitable

If you have to make a presentation to an audience you do not know, you may often have to introduce yourself to some of the members of the audience before the presentation (for example, to the host or a special guest). Here are some phrases that you can use to introduce yourself and to start a conversation. Some phrases have somewhat predictable replies.

Greetings and introductions

How do you do? I'm Ron Goodman.

Pleased to meet you.

How are you?

How are you getting on?

May I introduce myself? My name is Karen Woods. Let me introduce you to George Cotton.

Reply (if applicable)

How do you do?

Pleased to meet you too.

I'm fine, thanks. And you?

Very well, thanks. How about you?

Starting a conversation

Excuse me, are you Mr Wilson? I'd like to have a word with you.

Could I speak with you for a moment?

Can we talk about the schedule for a minute? Do you have a minute? (informal)

Hospitality

Thank you for inviting me.

Would you like me to arrange lunch?

Why don't you join us for lunch after the presentation?

Would 12.30 suit you?

Thank you for your hospitality.

Shall I see you to the station after the presentation?

Can I give you a hand?

Can I help at all?

If you need any help, just let me know.

Reply (if applicable)

I'd love to / I'd like that.

I'd love to / I'd like that.

12.30 would be just fine.

You're welcome.

That's very kind of you; yes.

Thanks, but I think I can manage.

That's very kind of you; yes.

Thanks, but I think I can manage.

That's very kind of you; yes.

Thank you, I will indeed.

The British 'please'

British people tend to be very polite. They use 'please' and 'thank you' a lot. Bear in mind that most Britons feel more comfortable if you go out of your way to be polite.

More useful phrases can be found in *Idioms for presentations* on the companion website.



