



英语演示发言 技能与技巧实训

蔡兰珍 主编

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ENGLISH PRESENTATIONAL SPEAKING:
SKILLS & PRACTICE



professor
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清华大学出版社

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内 容 简 介

本书是一部针对具有一定英语口语基础的本科生编写的口语教材,系统介绍了英语演示发言的基本理论和技巧。在理论梳理的基础之上,教材以演示活动的话题为导入,介绍了各种场景下的英语演示实践技能。这些场景包括课堂发言、学术汇报、面试发言、商业报告等,提供了丰富的实例和范本,触及大学生最关心的热门话题。全书共15章,每章开头提供与话题相关的提示,课后配有思考练习题和专题训练,形式新颖、活泼、有针对性,引导学生举一反三、学以致用。

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前言

英语语言技能是当今全球政治、经济、文化竞争所需的重要工具之一。全球各行业的发展促使英语教育从传统专注于教学过程转向注重语言实践,高校英语教育目标之一应该是为大学生提供有利于职业发展所需的英语语言技能以及必要的专业知识。因此,在过去几年里,国内外外语教育界强调专门用途英语(ESP)及基于内容的英语教学(content-based instruction)以满足学习者在诸如商业、科学,技术或学术学习等特定工作和研究领域更好地运用英语进行交流的需求。英语口语演示技能注重学习者理解、交流学科内容,已经成为国外许多大学 ESP 必修课程之一。

演示是一种展示,交流学科学习及研究的口语交际形式。日常工作和学习中,口语演示无处不在:在学校,教师要求学生展示学习和研究报告;在职场,员工参与会议,并向高层管理者报告工作情况;科学家在学术会议展示研究成果等。英语口语演示是提高学生英语交际能力,促进英语学习的重要方法之一。有效的英语口语演示技能有助于学习及就业,在职场中可以造就更富有成效的职员。英语口语演示是 21 世纪全球化世界中不可或缺的技能之一。然而,国内很多大学较少提供英语口语演示课程及演示技能教学。在学习和工作中,学生明显感到缺乏基本的英语口语演示技巧,进行英语口语演示成为一种令人却步、具有挑战性的任务,这极大地阻碍了他们在学习和工作中的进步。

尽管英语口语演示具有许多和日常会话相同的技巧要求,但其结构更严密,语言更正式,表达方法更复杂多样。一般情况下,除了要求对语音和肢体语言的掌控外,设计严密的开场白、内容主体及结论是英语口语演示不可缺少的部分。同时,随着计算机和网络的广泛运用,运用计算机技术组织和设计口语演示也是一项不可或缺的技巧。如何帮助我国大学生有效地准备并进行英语口语演示应该成为我国大学英语语言课程的一项重要任务。

我们编写《英语口语演示发言技能与技巧实训》这本教科书旨在通过系统介绍诸如选题、分析观众、演示实践、运用语言与非语言技巧、现代技术、建立信任、克服焦虑及评估演示等英语口语演示的基本技能,帮助我国大学生克服怯场心理,发展、提高英语口语演示技能。本书结合了英语语言及非言语语言知识的讲解,有助于大学生增强英语交际能力,为其今后工作打下坚实的基础。

本教科书分四个部分,包括 15 个章节。每章设计了英语口语演示相关知识、英语口语演示技巧、英语口语演示评估等内容,为学生介绍如何准备、进行、评估英语口语演示

的相关知识和技巧。本书每章还设计了教学目标, 演示实例及课前和课后的实践练习以便学生更好地理解和实践演示技能。特别值得一提的是, 本教科书基于不同的演示情景分别介绍, 讲解了六类英语演示技能: 课堂演示、学术会议演示、科研报告、面试演示、商务业务演示及病例讨论演示。学生能够学习、实践不同情景所需的演示技能和知识。

第一部分“演示纲要”简要介绍了英语口语演示的理论背景、基本概念、目的和重要性。

第二部分主要介绍英语口语演示者需具备的素质。此部分包括三个章节: 言语语言, 非言语语言及怯场的克服和自信心的建立。这些章节表明, 一个有效的英语口语演示者应具备的素质包括扎实的英语语言知识, 正确运用肢体语言的能力, 树立高度的自信心及克服怯场情绪等。此部分强调在学习成为有效英语口语演示者的过程中, 学生不仅需要学习英语口语演示技能, 还应该加强英语语言知识学习, 并使两者有机地结合起来。

第三部分“演示过程”包括六个章节, 其涉及英语口语演示的重要过程及技能, 诸如听众分析, 演示选题及进行演示。本部分强调高质量的英语口语演示的准备工作需要演示者对听众进行透彻的分析, 选择合适的主题, 组织撰写良好的演示发言稿。而进行有效演示前演示者需要认真练习, 演示过程中要有效地运用非言语语言和现代技术, 最后通过评估帮助演示者评价其演示技巧以便改进不足方面。

第四部分介绍不同情景口语演示技能及实例。此部分有助于学生熟悉和学习不同情景的英语口语演示技能和知识, 同时为他们提供机会学习和实践未来工作中需要的演示技巧。

本教科书配以 PPT 课件, 适用于已经积累了一定英语语言知识的本科生和研究生的教学, 它为造就一个成功的英语口语演示者提供了一个蓝本, 学习者还需要利用一切机会实践所学的知识和技巧。我们相信通过本教科书的学习和练习, 学生能够获得英语口语演示方面的知识、技能, 为其未来的学习和职业生涯奠定基础。

本书由蔡兰珍(西北师范大学)整体规划并统稿, 陈玉洪(兰州大学)、李绣海(西北师范大学)、杨海琴(西北师范大学)根据分工撰写相关章节, 其中蔡兰珍撰写第一部分以及 12、14、15 章; 陈玉洪撰写 4、5、7、11 章; 李绣海撰写 6、8、10、13 章; 杨海琴撰写 1、2、3、9 章。由于篇幅的局限性, 本教科书对英语口语演示技能及知识的阐述还不够全面, 有些内容讲解还不够深入。不足之处敬请同行专家批评指正。

最后, 还要感谢张建明先生给我们设计、制作出的精美教学课件 PPT, 此课件对激发学生的学习兴趣、为学习带来了更多的便利具有重要作用。最后, 对各位参与教师所付出的努力, 认真的态度在此深表谢忱!

编者

2014 年 5 月

Preface

English language skills have been deemed as an important tool needed to compete in the sphere of present global policy, economy and culture. However, the global development trend in many fields calls for English language education to shift from the traditional preoccupation with processes to a focus on practices with language. One of the goals of English language teaching in many universities should be to provide students with the foreign language skills and advanced professional knowledge which is essential to succeed in the job market and crucial for professional development. This development trend has caused English for Specific Purpose (ESP) and content-based instruction to be emphasized more greatly for the last few years abroad and at home, which meets the demands of learners who need to learn English for practical use in their specific fields, such as business, science, technology, or academic learning. English presentations focus on learners' understanding and communicating of the content learned in ESP, and are considered to be a required course in most ESP programs for college students in many countries.

Presentations, a form of oral communication, are seen as one of the most important techniques to enhance students' English communicative ability and to facilitate their learning. Every day you will come across opportunities to make presentations: during a school day, students may be required to present their study reports. In the workplace, employees are involved in client and staff meetings, as well as in board presentations to present formally to the senior management and scientists are required to report their research outcomes and so on. There is no doubt that effective English presentation skills contribute to learning and employment, and once in the workplace, it helps to produce a more effective and productive employee. Presentations are a very important and an absolutely irreplaceable skill required in the 21st century of a globalized world. Unfortunately, too few college students in China are provided with English presentation courses and the basic presentation skills to prepare them to compete effectively in today's workplace. It has become increasingly evident that the majority of them lack basic presentation skills and find it daunting and challenging to conduct English presentations in their study and work, which prevents them from advancing in learning and careers.

Although English presentations need many of the same skills used in a daily conversation, they are more strictly structured, and require more formal language and a different method of delivery. In general, in addition to pronunciation skills and body language control, an organization with a well-designed opening, body and conclusion is indispensable for a good presentation. At the same time, with the widespread use of the computer and the Internet, the organization and design of the presentation via computer becomes an essential skill. To help college students effectively prepare and deliver presentations in English should become an important goal for English language courses in China.

We wrote *English Presentation Speaking: Skills & Practice* to help college students in China overcome their stage fear, develop and improve the skills necessary to become effective English presenters by systematically introducing the fundamentals and skills in English presentations, including those in selecting topics, analyzing the audience and practicing; in using verbal and non-verbal language and modern technology; in building confidence and overcoming anxiety and evaluating presentations. The textbook is also intended to help college students develop their English communicative ability by explaining verbal and non-verbal language knowledge.

The textbook is divided into four parts including fifteen chapters. In each chapter, students are provided with knowledge related to English presentation, English presentation speaking skills, English presentation evaluation to learn how to prepare, conduct and evaluate English presentations. The book also offers learning objectives, presentation examples for students to follow by and warming-up activities and discussion and practice exercises for students to discuss and practice English presentation skills before and after the course. In particular, based on different presentation contexts, the book divides English presentations into six types such as classroom presentation; academic conference presentation; scientific research presentation; job interview presentation; business presentation and case presentation so that students can learn to practice in different circumstances.

The first part—**Fundamentals of Presentations**—provides the theoretical background and offers the students a brief introduction to some basic concepts, purposes and important factors of presentations.

The second part introduces **Qualities of an English Presenter**, which includes three chapters—verbal language, non-verbal language and overcoming stage fear and building confidence. These chapters suggest that an effective English presenter should have qualities such as a good command of English, a proper usage of the body language, confidence building and stage fear overcoming etc. This part aims to enhance both the students' language knowledge and presentation skills to train them to become effective presenters.

The third part, **Presentational Process**, includes six chapters. These chapters deal with

the important processes and skills in English presentations such as audience analysis, topic selection and delivery. The chapters rely on the view that quality presentations should display such characteristics as having a good preparation by doing a thorough analysis of audience, selecting an appropriate topic and writing a well-organized script; making an effective presentation by practicing it thoroughly, using effective non-verbal language and modern technology, and conducting an evaluation to help presenters assess their presentations so that their weaknesses can be overcome.

The fourth part provides students with **Presentations in Different Contexts**. This part helps students to become acquainted with presentations in different situations and offers them opportunities to learn presentations specifically necessary for their future work.

The textbook, combined with PPT courseware is for the undergraduate and graduate students who have experienced some years of English learning and have gained a rich knowledge of English language. But it only provides a blueprint for them becoming a successful presenter. It is up to the students themselves to implement what they have learned and use every opportunity to apply the skills to their academic studies and jobs. We are confident that college students will become effective presenters when they draw upon the knowledge, skills and practices that they have gained from the book, which will be helpful for their future learning and careers.

In this textbook, the overall planning and final editing were made by Lanzhen Cai, professor of Northwest Normal University, and Yuhong Chen (Lanzhou University), Xiuhai Li (Northwest Normal University) and Haiqin Yang (Northwest Normal University) were responsible for writing the chapters they were commissioned to do, among which Lanzhen Cai was responsible for Part I and Chapters 12, 14, 15, Yuhong Chen wrote Chapters 4, 5, 7, 11, Xiuhai Li undertook the writing of 6, 8, 10, 13, and Haiqin Yang wrote Chapters 1, 2, 3, 9. Due to the limitations in material possession, the textbook may not be overall and comprehensive in the explanations of English presentational speaking knowledge and skills, and some of them haven't been fully and deeply discussed. Experts in this field are welcomed to correct and criticize the textbook. Your comments are appreciated.

Many thanks go to Mr. Jianming Zhang for his designing and making a fine and motivating PPT courseware, which will make the learning of the course easy, interesting and motivating. At last, we are grateful to the teachers who participated in the writing of the textbook for their great efforts and positive attitude in the work.

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Part I

Fundamentals of Presentations

In spite of living in an increasingly educated, technologically savvy, and media-aware society, most people still hate to prepare and deliver a presentation. However, presentations are widely used within the academic communities, job selection processes, and in many other professions. Presentations are the acknowledgment of your power and a way of life for all professionals. (Maxey & O' Connor, 2006). Therefore, learning and developing your presentation skills may prove beneficial not only now but in the future. In this part, you will learn some basic concepts and skills of presentations, whether formal or informal.

Learning Objectives

After reading this part, you should be able to:

- ❖ Better understand the purposes of presentations
- ❖ Learn the characteristics of a well-planned presentation
- ❖ Master the strategies in preparing and conducting presentations
- ❖ Learn the criteria in evaluating one's presentations

"I am a terrible presenter"

"I hate presenting"

"The audience looked so bored"

—Cyndi Maxey & O' Connor

Introduction

Presentations are specially structured ways of communicating ideas and information to a group, whether it is 500 or just five people, with the purpose of persuading, informing, inspiring, and entertaining. Among the communication skills, presentations are deemed to be one of the most critical to individual career advancement, and a proven means for people to distinguish themselves from others.

There are many situations where presentation skills come into play: taking interviews, sharing research results, teaching a class, or presenting to the faculty, the committee, or to colleagues at meetings. A person's ability to present key information clearly and concisely is critical to his credibility and to the respect earned both internally and externally. Therefore, presentation skills are a necessary part of both college and work responsibilities, and competence in conducting effective presentations is paramount to the success of students, businessmen and other professionals.

However, presentation skills are not adequately taught in many courses other than in speech classes and many presenters have the feelings of inadequacy, frustration and dread while presenting before a group. Fortunately, you can give great presentations, despite reluctance, low presentation self-esteem, a busy schedule, or a past history of fear or

intimidation. There are skills that anyone, both native and non-native, can learn to make a great presentation. Learn these skills and you will become a more powerful and confident presenter.

Warming-Up

1. What is your understanding of the term "presentation"?
2. What are the purposes of giving presentations? Why is it important for people to give presentations?
3. What makes a good presentation? What do you usually do for your presentations?
4. How do you begin and end your presentations? What do you do to attract your audience in the presentation?
5. Take the following true-or-false quiz and then check the answers below. The answers may surprise you and help you improve your presentation prowess.

Assessing Your Presentation Skills

1. Knowing your subject well—being a content expert—is the same as being an effective presentation speaker	T	F
2. The purpose of most presentations is to inform	T	F
3. All audience are the same	T	F
4. The time of day you are speaking should not affect how you put together your presentation	T	F
5. Incorporating many facts and figures will be riveting to your audience	T	F
6. People are more influenced by logic than by emotions	T	F
7. Once you've finished your PowerPoint slides, you are done creating the presentation	T	F
8. "I'm pleased to be with you here to discuss..." and "Today, I'm here to talk about..." are both effective presentation openings	T	F
9. You need to memorize your presentation to deliver	T	F
10. Having butterflies in your stomach, or feeling nervous before you present means you are doomed to fail	T	F
11. Lack of passion can kill good content	T	F
12. Using acronyms and jargon will make you look smart	T	F
13. If your content is good, your visual impact won't matter	T	F
14. Complimenting a question is a good move	T	F
15. "More people have talked their way up the ladder of success than gotten there any other way."	T	F

(Source: Brody. Mastering presentation skills is critical to professional development. Employment Relations Today, 2007, 34 (3): 37-46)

Basics in Presentational Speaking

Theoretical Basis

The public speaking offers one theoretical approach for an appropriate and convincing presentation.

Public speaking is a vital way of communication, a way of sharing your ideas with other people and influencing other people. Just as the Greek leader Pericles said more than 2,500 years ago, “One who forms a judgment on any point but cannot explain it clearly might as well never think at all on the subject”. People throughout history have used public speaking as a vital means of communication and empowerment and it can—and often does—make a difference in things people care about very much.

Public speaking has the following characteristics (Lucas, 2010):

1. Public speaking is more highly structured. It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow the audience to interrupt with questions or commentary. The speaker must accomplish his or her purpose in the speech itself. When preparing the speech, the speaker must anticipate questions that might be raised in the midst of the audience and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary oral talk.

2. Public speaking requires more formal language. Slang, jargon, and bad grammars are usually not allowed in public speeches. Audience usually react negatively to speakers who do not elevate and polish their language when addressing them.

3. Public speaking requires a different method of delivery. Effective public speakers adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habits.

4. Presentation is a form of public speaking. Quality presentations display similar characteristics to public speaking, including one person talking to a group of people and people listening, displaying advanced preparation, clarity in thought and creativity of all documents and supportive materials, and demonstrating respect for the audiences’ time and their responses. However, presentations differ from public speaking in the following ways (Sims Wyeth, <http://www.executivespeechcoachny.com/20090714-speeches-and-presentations/>, on Tuesday, July 14th, 2009):

1) Presentations carry the presenter’s personality better and allow immediate interaction among all the participants. These factors greatly contribute to the passion, enthusiasm, and credibility of the presenter, which are then transferred to the audience who

in turn are inspired or challenged to follow up on the message.

2) We don't see visuals in a public speaking. The speaker strives to create feeling and imagery in the mind of the audience with words, not with images on a screen. **A presentation typically employs visual aids to convey data that prove or support the presenter's points.**

3) **The degree of formality is different.** A public speaking is more formal than presentations. Great speeches have rocked the world. They are (or should be) about big ideas, values, and concerns. In contrast, presentations are more informal than speeches. They are related with more technical and mundane circumstances. They have their roots in education, the military, and the practical trades. They tend to be about facts and figures.

4) A public speech is given to a larger crowd, and therefore must appeal to the emotions. The larger the crowd are, the less complex the material should be. However, **presentations are generally given to smaller groups, and therefore can be more detail-oriented.** The smaller group should always be given a chance to discuss the material, to ask questions, and to get interacted with the presenter.

5) A public speaking is more appropriate for striking larger themes and conveying emotions and requires a broad vision, whereas **presentations often require a deep, narrow focus.** Speeches can be made to persuade or entertain, but not to inform. Presentations can do all three — inform, persuade, and entertain.



General Purposes of Presentations

A presentation is a formal talk to one or more people by a person or a group of persons who “present”, “demonstrate”, “show” or “explain” specific ideas or information in a clear and structured way. Different people have different purposes of presentations, and a presentation's basic purposes will fall into one of the following categories: (Ulloth & Alderfer, 1997)

1. **To persuade or convince.** The primary purpose of most presentations is to persuade—selling ideas, concepts, and convincing your audience to accept your proposal. This type of presentation is to seek approval or support for a new program or idea, or provoke debate or discussion as well as to offer a solution to a controversy, dispute, or problem. For example, in classrooms across the globe, professors persuade students to value information imparted through lectures. Students, in turn, persuade professors that they have a fair grasp and understanding of the respective concepts through their performance on various assessments. When entering the workforce, students must persuade prospective employers to hire them. After students are hired, they routinely communicate both within and outside their respective organizations through formal and informal avenues. It requires an audience reaction of “I believe the message” or “I will do something as a result of the message”.

2. To teach or inform. Presentations also give basic information on a certain topic, or give specific directions or orders. In a teaching or informing presentation, your audience should come away with new knowledge, information or a new skill. It requires an audience reaction of “I understand the message or the theme”.

3. To inspire and to explore. The primary purpose of this type of presentation is to make people think about a certain problem or situation and to “facilitate change”. This could also fall under the heading of persuasion. You want to arouse the audience’s emotions and intellect so that they will be receptive to your point of view, like presenting a case study to gauge an audience reaction and making arguments for clinical supervision. It directs towards an audience reaction of “praise or blame, or to develop an appropriate mood at a ceremony”.

4. To entertain. The presentation is intended to amuse audience in some way. It requires an audience reaction of “I like, or enjoy the message”. An example is welcoming new employees or making a presentation at a retirement party.



Characteristics of a Good Presentation

Different purposes of presentations have made material organized and the types of material used differ significantly. However, a good presentation is characterized by at least four elements:

1. Rich in content—Ninety percent or more of preparations are typically devoted to content. Countless hours go into creating and fine-tuning the presentation materials, which contains information that people need. But unlike reports, which are read at the readers’ own pace, presentations must account for how much information the audience can absorb in one sitting.

2. Well-structured—Presentations should have a logical beginning, middle, and ending. The opening should catch the interest and attention of the audience immediately, while avoiding trite filler phrases and technical jargon. The ending should summarize the main concepts you’ve discussed, and show how your work relates to issues you’ve raised, which aims to help your audience achieve high retention of this final information.

3. Human element—A good presentation will be remembered much more than a good report because it has a person attached to it. However, you must still analyze the audience’s needs to determine if they would be better met if a report was sent instead.

4. Personal power—You have personal power when you take command of an audience. To persuade a busy group of people to take notice of your message and to do something about it as a result ranks high on the scale of winning friends and influencing people.

The presenter’s power is great. The ability to use that power well was first prescribed in