

SPEECH



英语演讲与口才系列

大学英语演讲

基础教程

(学生用书)

Presentations in English
Student's Book

Erica J. Williams

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前言

公共演讲是当代国际社会政务活动、商务活动及文化活动的主要沟通方式之一，英语演讲能力是当代跨文化交流与合作的必备能力。因而，培养得体、达意、流畅的英语公共演讲能力构成了我国外语教育课程体系的重要组成部分，新修订的《大学英语课程教学要求》和《高等学校本科英语专业规范》都强调，英语教学的目标之一就是培养大学生的英语口语表达能力，使他们在今后的社会交往与职业工作中能用英语进行有效陈述和流畅交流。为此教学目标，我们推出了《大学英语演讲基础教程》。

《大学英语演讲基础教程》（下称《教程》）系上海外语教育出版社精心策划、中外学者共同编写的“演讲与口才系列教材”之一。《教程》以具有中级英语水平的高等院校学生、企事业商务人士以及政府机构公务人员为教学对象，以用英语陈述、演讲与交流为教学任务，以培养和提高学生在国际文化与商务活动中应具备的英语表达与沟通技能与水平为教学目标。

《教程》特点

《教程》具有目的明确、内容真实、知识完整、技能全面、视频支持、学以致用等特点。

《教程》将语言基础知识教学与语言技能应用有机结合，以教授规范、真实的陈述性语言知识及表达为基础，以组织阶段任务明确、情智发展兼顾、多重技能应用的教学活动为载体，以培养学生的信息陈述与交流的有效能力为目的。《教程》文理兼顾，面向各科学生，不仅有利于高校学生为进一步学习和提高英语公共演讲能力打下扎实的基础，也有利于意欲进入职场或已在职场从业的人士培养和提高符合国际交流规范的商务沟通能力和英语表达水平。

《教程》框架

《教程》基于多年的教学实践及培训经验，构建了学以致用和学以致用的框架，教学体系完整，教学步骤清晰。教程由学生用书（附DVD光盘）和教师手册两部分组成。

学生用书含七个循序渐进、环环相扣的教学单元。第一单元：打好基础（Lay solid foundations）；第二单元：情系听众（Connect with your audience）；第三单元：巧用视觉（Use visuals to connect）；第四单元：提炼技巧（Top up your techniques）；第五单元：讲究效果（Be positive and dramatic）；第六单元：兼顾情智（Love your audience ... not everyone is like you）；第七单元：应对提问（Questions are a big opportunity, aren't they?）。每一单元含“教学导入”、“语言及技能训练”、“语言陈述分析”、“全程连贯表达”、“反馈与定位”等教学环节。此外，学生用书还提供了相关的练习答案以及DVD光盘演讲文字稿。

教师手册对教学作了整体规划，并对每单元的教学目标、教学内容、教学进度、教学方法提出了具体要求和建议。教师手册不仅对学生用书各板块的语言知识和表达技能的教学活动作了精心设计，而且还根据阶段性教学目标，对相关单元的教学内容给予了必要的补充，因而使学力不足者获得辅助养料，使学有余力者有了发展空间。此外，教师手册对DVD光盘的课堂教学以及课外使用也作了精心设计，提出了阶段性分解使用与整体性综合使用相结合的教学方法。

学生用书所附DVD光盘是一套由真人真事组成的“写真式”录像，真实感强，对《教程》使用

者有着实实在在的指导意义。光盘中的四名演讲者全部是英语为非母语的学习者，都有进一步提高英语演讲水平的愿望。他们英语水平不相一致，表达能力各有不同，有的具有良好的演讲能力，有的说英语时还带有较浓重的家乡口音。他们都接受过一定的英语演讲训练，也都具有一定的商务职场经历以及用英语陈述的实践经验。他们在光盘中的表现，既有令人称颂的成功之处，也有需要改进的薄弱之处。这些真实可贵的录像资料，是难得的观摩教材，值得我们认真学习和研讨。

教学建议

《教程》按外语教学通行的单元教学法，设计了七个既相互关联又相对独立的单元，课堂教学可按这七个单元分阶段进行。其中，第一至第三单元为基础学习，第四至第六单元为技能学习和研讨，第七单元为综合性问答互动。

我们建议，原则上教师可按单元的自然顺序组织教学。由于第七单元具有相对独立性，也可视情况单独组织该单元的教学。教师应重视发挥学生的学习积极性，鼓励他们根据自己的经历和经验，主动交流、陈述和演讲。教师应给予学生充分的时间和空间，鼓励他们真实地表达自己的观点和想法，积极交流基于不同学科或领域背景的信息。

我们建议，有条件的教学单位，可将学生的讨论、陈述、演讲、应答等实况录制下来，进行观摩和对比，及时给予反馈，以便相互学习，取长补短，共同进步。

我们建议，教师应十分重视开发和提升学习者的多重情智。演讲者的流畅、达意、优美的口才看似口之才，实质是心之才，是心在说话，是心才的展现。心若枯竭，则思绪贫瘠，言之无物。心若奔放，则思如泉涌，口若悬河。用口说话，打动的是个人；用心说话，打动的是众人。文辞瑰玮、金声玉振的口才源自学识深邃、镂月裁云的心才，因此而造就卓犖冠群、出类拔萃的人才。

梅德明

2011年10月20日 于上海外国语大学

柴琳《教程》

To the student \ presenter

What is Presentations in English? Why Presentations in English?

To the student / presenter 4

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Introduction 6

Step 1 Lay solid foundations 8

Step 2 Connect with your audience 23

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English training and back in this book. You see the names Dan Switalski, Zhan and Cesar go on

They experiment, have success, make mistakes, have fun, get anxious and have moments of insight

and reflection - all in all, the learning journey is fun and rewarding. In this book, you will find

How is the book organised?

Presentations in English consists of seven steps that build your skills and knowledge from the basics, to

examining a whole range of techniques and research. Each step introduces you to new skills and language

which you practice. You analyse Dan Switalski, Zhan and Cesar's presentations, give a presentation

yourself, get feedback and set targets for your future presentations. The focus is on you at all stages. You are

encouraged to examine, analyse, experiment, take a risk, have fun, accept, reject and finally, to find what

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your efforts as many techniques and ideas as you can. Don't expect anything until you've practised it.

• Give yourself plenty of time for analysis, personal feedback and setting targets. It is important

• Film yourself making your presentation. You may get points for improvement on film that you may

not get in other types of feedback.

• Record your targets, as written targets get better results.

To the student / presenter

Why *Presentations in English*?

Presentations count. An effective presentation can be the difference between winning or losing a pitch, getting or not getting a job or simply being successful or unsuccessful. The ability to speak English is no guarantee that you can present in English. *Presentations in English* builds and improves your skills and knowledge and gives you the confidence to make effective presentations in English.

Who is the book for?

Learners of English with an intermediate to advanced level of English who need to improve their presentations or will give presentations in their future career.

What does the book include?

- Seven steps: each step includes an introduction and practice of language and skills, presentation analysis, practice of a full presentation, feedback and target setting.
- The video scripts and answer key.
- A DVD with presentations given by four real presenters – not professional actors – who did the training in this book themselves. These non-native speakers of English are Dan, Svitlana, Zhan and César and they had varying experience of presentations before the training. They all prepared and shaped their own presentations on the DVD based on their work experience and the *Presentations in English* training and briefs in this book. You see the journey that Dan, Svitlana, Zhan and César go on. They experiment, have successes, make mistakes, have fun, get anxious and have moments of insight and inspiration – all in all, they're learners just like you.

How is the book organised?

Presentations in English consists of seven steps that build your skills and knowledge from the basics, to examining a whole range of techniques and research. Each step introduces you to new skills and language which you practise. You analyse Dan, Svitlana, Zhan and César's presentations, give a full presentation yourself, get feedback and set targets for your future presentations. The focus is on you at all stages. You are encouraged to examine, analyse, experiment, take a risk, have fun, accept, reject and finally, to find what works for you – to 'find your voice'.

How should I use the book?

Work through the book and DVD step by step. Steps 1–3 give you the basics of presenting, Steps 4–6 build your techniques and Step 7 deals with answering questions in presentations. There is an answer key, but some points and questions are for personal reflection or group discussion and sometimes there is no absolute right or wrong answer. The answers you find are about you 'finding your voice' – an authentic personal style.

General tips

- Try out as many techniques and ideas as you can. Don't reject anything until you've practised it.
- Give yourself plenty of time for analysis, personal feedback and setting targets.
- Film yourself making your presentations. You may get points for improvement on film that you may not get in other types of feedback.
- Record your targets, as written targets get better results.

To the teacher

What is *Presentations in English*?

Presentations in English is a complete course in presenting in English that consists of:

- Seven steps: each step includes an introduction and practice of language and skills, presentation analysis, practice of a full presentation, feedback and target setting.
- The video scripts and answer key.
- A DVD with presentations given by four non-native speakers who did the training in this book. They aren't professional actors but learners who prepared all the presentations on the DVD themselves, based on their work experience and the training and briefs in the book. Please note they sometimes make mistakes in English.

Why *Presentations in English* for presenting in English?

Some estimates say that over 30 million presentations are given every day. Many of these presentations are given in English by non-native speakers. Many are given badly as presenters often don't know how to go about structuring and shaping a presentation or how to use English to maximum effect during a presentation. Presenters need a skill set and a level of professionalism and confidence that means they can do much more than just 'get by'. This book takes a step-by-step approach to developing presentation skills and encourages presenters to find their own authentic style for presenting.

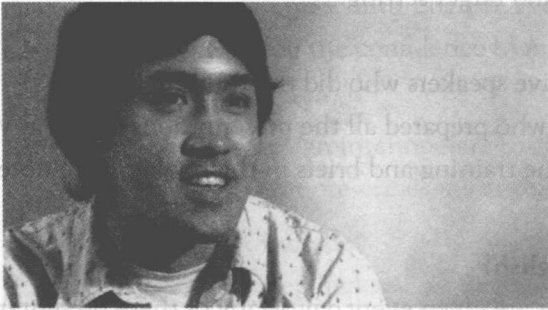
How can you use *Presentations in English*?

- There are seven steps in the book. If you have a short course or a one or two day seminar, the basics of presenting are covered in Steps 1–3. Steps 4–6 cover a variety of techniques and research and Step 7 deals with interactive presentations question and answer sessions. It is advisable to work progressively through the steps although Step 7 could be handled as a separate unit.
- Many questions require personal reflection and group discussion. Sometimes there are no definitive answers as presenters are taken on a journey where they find their own voice for presenting in English.
- You should film the full presentations for feedback sessions, if possible. This allows learners to get a view of how others see them and they may pick up points that might not be recognised otherwise. If you are working with a group, encourage the group to give feedback on their colleagues' performances and if you are doing one-to-one coaching, encourage the presenter to analyse his or her own performance. This is part of the process where presenters learn to find what they like and don't like in presentations.
- Always allow presenters the necessary scope and time for experimentation, (subjective) analysis, feedback and personal target setting as the emphasis is on presenters developing an authentic style and approach that fits and reflects their personality, line of business and level of English. Authentic presenters are congruent: their voices, language and bodies are in harmony with the message they are giving. Help your learners to find this authentic voice.

Introduction / the teacher

A Watch the interviews with the four presenters at the beginning of their course and answer the questions.

0.01 Dan



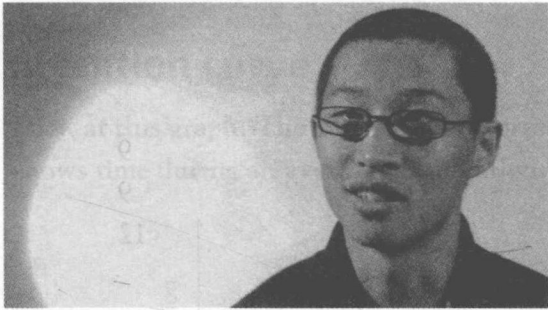
- 1 What does Dan do?
- 2 Where is he from?
- 3 Why is he doing the presentations training?
- 4 How does he describe the differences between presenting in English and in Thai?
- 5 What targets has he got?

0.02 Svitlana



- 1 Where is Svitlana from?
- 2 What is she doing at the moment?
- 3 Why is she doing the presentations training?
- 4 What problems has she got with presenting in English?
- 5 What targets has she got?

0.03 Zhan



- 1 Where is Zhan from?
- 2 What does he do?
- 3 Why is presenting in English important to his work?

0.04 César



- 1 Where is César from?
- 2 What does he do?
- 3 Why is he doing the presentations training?
- 4 What targets has he got?
- 5 What problems has he got with presenting in English?

Presentations diary

B It's a good idea to keep a diary during the *Presentations in English* course. Start your diary by writing about the points below.

- 1 Write three reasons why presentations are important in your job, your area of business or your studies.
- 2 Write three things you like about presenting.
- 3 Write three reasons why presenting in English is problematic for you.
- 4 Write five targets for yourself in presenting in English.

Step 1 Lay solid foundations

A Watch the interviews with the four presenters at the beginning of the course.

1 The start

Attention curve

9

Who, why, what, how

9

Grammar: *will, be going to, would ('d) like to*

12

2 The finish

Signal, summary, conclusion, closing remarks

14

Grammar: Present perfect

16

3 Structuring

Signposting

17

Delivery: Pausing

18

4 Full presentation

Analysis

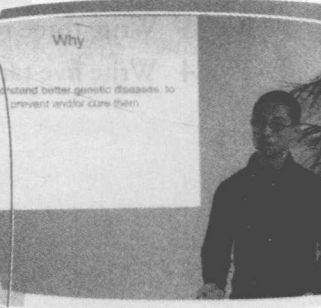
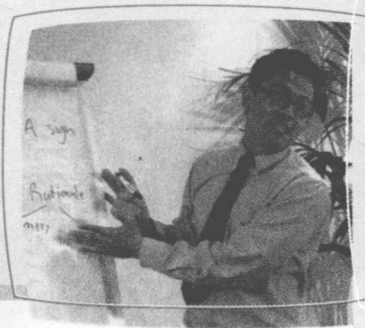
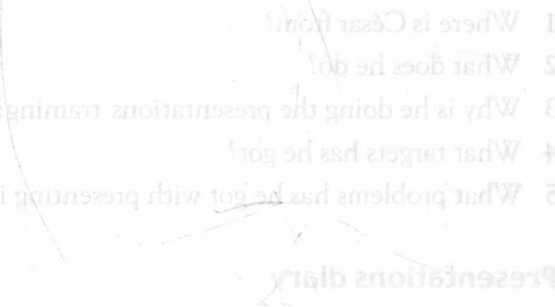
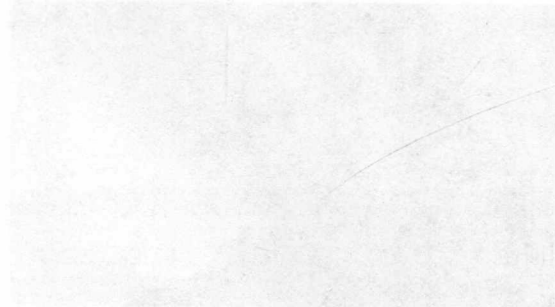
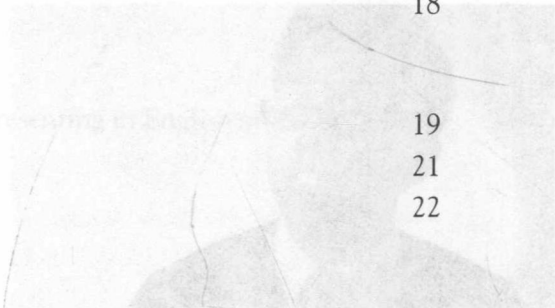
19

Preparation and presentation

21

Feedback and targets

22

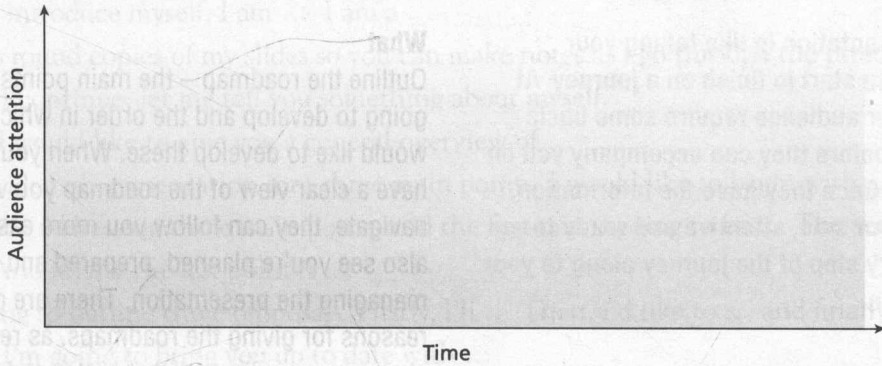


B

1 The start

Attention curve

- A** Look at this graph. The vertical axis represents the attention of the audience and the horizontal axis shows time during an average presentation. How would you draw a curve in this graph?



- B** Now, look at the graph in the answer key on page 100. At which points in a presentation can the audience most easily remember what the presenter says?

Who, why, what, how

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

- Who is the presenter?
 Why are we all here?
 What is he going to talk about?
 How is he going to organise the presentation?



The presentation journey

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

Who

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

Why

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

What

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

How

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

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

C Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase.

Check any vocabulary you don't know.

- 1 On behalf of Mr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible for ...
- 2 My purpose today is to ...
- 3 I'm going to develop three main points. First, ... Second, ... Third, ...
- 4 Let me introduce myself. I am ... I am a ...
- 5 I'll pass round copies of my slides so you can make notes as I go through the presentation.
- 6 Before I continue, let me tell you something about myself.
- 7 Today I would like to give you a general overview of ...
- 8 I've divided my presentation into three main points. I would like to begin with ...
- 9 So, I'll be addressing three main points and the first one is going to be ... The second point will be ... And finally the last point is ...
- 10 I'm going to outline three proposals. Firstly, I'll ... Then, I'd like to ... and finally ...
- 11 Today, I'm going to bring you up to date with ...
- 12 The presentation should last about five minutes.
- 13 We'll take a short coffee break at about 10.30.
- 14 My objective today is to ...
- 15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of ...
- 16 If you have any questions, I'd be grateful if you could leave them until the end.
- 17 I'm happy to take any questions after that.
- 18 For those who don't know me, my name is Carlos López and I'm the managing director.
- 19 We can take two or three questions at the end of each point.
- 20 You don't need to take notes as we'll be handing out presentation booklets.
- 21 I would like to start with ... And then ... Lastly ...
- 22 Today, I'm going to tell you ...
- 23 What I am going to do today is review ...
- 24 Please feel free to interrupt me at any time if you have a question.
- 25 The reason we are here today is to ...
- 26 Morning everyone. I'm ... I'm a ... at ...

D 1.01, 1.02 Watch César and Zhan's 'starts' to their Step 1 presentations and tick the phrases they used.

Find Your Voice

Don't learn all these phrases now. Highlight one or two from each category that you really like or think are useful for you. Learn them by using them in your presentation practice – prepare the 'start' of a presentation that is typical of your work situation, using the phrases you wish to learn. When you're ready, stand up and present your 'start'.

Grammar

A 1.03, 1.04 Watch Dan and Svitlana's 'starts' to their Step 1 presentations. Complete the phrases they used to give the 'whats' of their presentations.

Dan

- 1 Firstly, I some general info ...
- 2 Then, I to the economy ...
- 3 ... and then I go into details ...

Svitlana

- 4 Today I tell you why ...
- 5 I by telling you what ...
- 6 I to giving you a few examples.

- 1 What forms do they use?
- 2 Why do you think it's a good idea to use a variety of forms?

'will'

Form

will / shall + infinitive (without to)

Firstly, I'll go through the background to the project.

I will finish by outlining the changes we made to the original schedule.

- *Shall* is much less common than *will* in British English and hardly ever used in American English.
- *Will* is a modal auxiliary verb and doesn't add -s in the third person singular.
- We usually use the contracted form in speaking:
Firstly I'll look at ...

'be going to'

Form

be going to + infinitive

Today I'm going to tell you why I chose this topic and how you will benefit from my research.

I'm going to tell you a little bit about my research.

Note

It is advisable not to overuse one form at the start of a presentation. We can use both *will* and *be going to* to give the 'why' and / or 'what' of a presentation. *Will* is used here to give future information and *be going to* is used to indicate a plan. Note that we don't normally use *will* to talk about future events which are already decided or planned.

- *Going to* can be pronounced as *gonna* in informal speech. This is much more common in American English. In British English, it can sound informal.

'would ('d) like to'

Form

would like ('d like) to + infinitive

I'd like to move on to a comparison of last and this year.

I would like to give you an overview of trademark law.

- We use *would like to* at the beginning of a presentation to politely state what we want to do.
- Avoid using more direct forms, e.g. *I want* at this stage of a presentation. Use these at later stages.

B Here are the 'whats' from three presentations. Change the overuse of *will* to create more varied and interesting 'whats'.

- 1 Firstly, I'll give the background to the project. Then, I'll tell you about the present situation and then I'll show the future changes.
- 2 My first point will be to show you the structure of the department, my second point will be our work procedures and my third point will be suggestions for greater efficiency.
- 3 I'll develop three main points. Firstly, I'll give a general overview. Second, I'll move on to specifics and third, I'll describe the overall changes.

Find Your Voice

Now look again at the 'start' you presented on page 11. Have you used a good variety of forms in the 'what' section? Revise your 'start'. If you want, present your 'start' again.