牛津商务
英语教程（中国版）

Oxford Business English Skills (China Edition)

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成功演讲

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EFFECTIVE
PRESENTATIONS

牛津大学出版社

牛津商务英语教程(中国版)
——成 功 演 讲

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with York Associates

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牛津商务英语教程（中国版）
成功演讲

内 容 提 要

随着我国对外开放力度的不断加大，英语学习早已从单纯的语言交流走向多元化，对既熟悉国际商务又熟练掌握英语的高级复合型人才的需求也越来越大。正是基于这种广泛的社会需求，复旦大学出版社与牛津大学出版社合作，引进广受赞誉的牛津商务英语系列教程。全书分别为：《**成功通话**》、《**成功交际**》、《**成功会谈**》、《**成功演讲**》和《**成功谈判**》。

牛津大学出版社以出版高质量英语教材驰名，该套英语系列教材有着鲜明的风格与特点：一是实用性强，书中的每一选题都来自经济和商务活动，使读者通过学习对商务活动各个层面可全方位掌握；二是可操作性，整套图书确立一个容易理解、进入的起点，通过VCD和录音带等模拟商务活动的真实场景，让读者得以进入商务实践，并在实践中获得技能的提升。

前　言

　　世界经济一体化步伐在加快，中国加入WTO进程已迈入实质性阶段，我国对外开放领域的深度和广度不断拓展，逼人的形势对商务英语人才的素质提出越来越高的要求。

　　对目前形势的分析和预测显示，未来的国际经济活动有以下特征：1)国际间多层面、多目标、多方式的交流空前活跃，不同经济、政治、文化背景的交往空前广泛，人们越来越清楚地认识到交流的目的不是征服，而是互惠；2)信息在国际经济活动中充当主角，语言作为信息交流的载体扮演着重要的角色，而英语作为世界各地的"通用语"，作用更是巨大；3)网络贸易方兴未艾，以英语为表现形式的资源占全部网络资源的绝大部分；4)电子商务成为国际商务的发展方向；5)技术创新成为国际经济活动的原动力；6)人力资源成为国际经济活动持续发展的内因。

　　这种国际经济活动的特征，对人才的规格提出以下要求：1)奠定在全面素质基础上的创新型的人才；2)能够实现跨文化交流的国际性的人才；3)熟练掌握信息技术的人才。概括地说，这些人才应该融会东西方文化，具备丰富的知识，掌握国际通用语言，具备创新的头脑。

　　商务英语教学与创新型人才培养之间存在着这样一种辩证关系，即：1)时代和社会对创新型人才的迫切需求，进而对商务英语教学改革也提出了越来越高的要求；2)商务英语教学改革制约着创新型人才培养的质量和水平。因此，商务英语教学与创新型人才培养是相互依存、相互促进的良性循环关系。

　　在教学活动中，教师、教学组织形式以及教材是基本要素。教材是教学的载体，是学生学习的主要材料，是他们获得知识的主要来源。一套好的教材也可以供社会上与本专业有关的其他学科领域的教师、学生和工作人员学习、参考，使相当多的人受益。它的传播不受时间、空间的限制，可以在很大的范围和相当长的时期内流传。改革是教学的主题，也是教材的主题，随着时代变化，教材也需要不断丰富和完善。

　　顺应这一趋势，牛津大学出版社组织商务英语教学专家与音像技术人员完美合作，精心编撰了这套 Oxford Business English Skills。

　　区别于以往教材，该套教材有以下特点：

　　1) 实用性：该教材的每一选题和所有选题中的每一单元都紧扣经济与商务实践中的某一个方面，而教学安排也围绕学生在该领域的实践中将要面对并应该有所了解和掌握的问题；每一选题都依据这一方面实践的顺序展开；每一选题都在一个模拟的真实场景中展开全部内容；每一节都配有在实践中成功和失败的两方面的例子，便于学习者在明辨规则的基础上领会实战。

　　2) 可操作性：首先，每一单元都有一个既关键又容易理解的切入点。其次，尊重客观规律，设定不同角度，以使学生能积极主动地举一反三，在学习英语的同时，提高商务操作能力。第三，以VCD和录音带为纽带，使教学成为视、听、说、讨论、评价等多种形式有机结合的活动。

　　3) 灵活性：表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排。

　　4) 适用面的广泛性：这套教材适用于全日制英语、经济和商务专业以及全日制非英语、经济和商务专业的大学生、成人教育的提高班、职业培训班的学生，也适用于英语、经济、

商务、涉外专业的中专学生。

5) 多功能: 以往的教材, 功能过于单一, 过于强调技术层面; 而该套教材则体现为全方位、多功能, 培养学生的综合素质, 重整体综合运用。

6) 以人为本: 过去的教材过多地体现为产品导向, 而该套教材尊重人的认知规律和需要, 强调人的业务、心理、文化在商务活动中的作用, 充分体现出人本主义的特征。

7) 内容的丰富性: 该套教材涉及商务领域的各个环节, 包罗语言、文化、经济、社会等各方面的知识。

8) 前瞻性: 不仅注意吸收过去商务英语教材的优点, 充分尊重历史和现状, 而且有独创性, 考虑长远, 高屋建瓴, 开拓未来。

9) 针对性: 中国版改编者均为有长期商务英语教学经验的教师, 针对中国学习者及商务活动的特点和需要, 补充了内容和语言方面的注释及练习。

综上所述, Oxford Business English Skills 不仅是当今商务英语教材中的精品, 也是商务英语教材出版事业的又一项丰硕成果。

改编者

关于《成功演讲》

本书以如何成功地进行演讲为主题，将演讲的全过程分成九个环节，分别用九个单元来详细加以论述，涉及如何准备演讲；如何作开场白；如何连接上下文；如何使用恰当的语言风格；如何使用演示工具；如何使用肢体语言；如何结束演讲；如何回答听众提问以及如何有效地组织演讲。虽然这九个环节加起来构成了一个完整的演讲过程，但是每个单元都可以作为一种交流技巧来单独学习。

每个单元由三部分组成：交流技巧、语言知识、演讲实践。交流技巧的讲授主要是以VCD为基础。学生通过对VCD中展示的交流技巧进行总结。讨论和评价以达到识别及应用这些交流技巧的目的。语言知识的学习是通过掌握一些在演讲中所使用的相对固定和常用的短语及句子，从词汇和句子的层面上来熟悉演讲的常用语言。这些惯用句型适用于开始演讲，连接上下文，解释图表，强调或弱化信息，结束演讲，提问和答疑等场合。语言知识这一部分包括录音磁带的听力练习以及其他笔头的练习以进一步巩固上述语言点。演讲实践提供了场景，通过模拟演讲来巩固在交流技巧及语言知识中学到的知识。

使用方法建议：

1. 由于每一单元都集中讲述一种技巧，在上课前可以首先明确本课的目标。然后按交流技巧、语言知识、演讲实践这三部分的顺序来安排课堂活动。

2. 在交流技巧这一部分之前，通常有一些预习的问题。可以就这些问题让学生进行课前讨论，为看VCD做好准备。

3. 可以安排学生就熟悉的话题作一个简短的演讲（可用摄像机录下来），然后对学生演讲按交流技巧和语言知识两个方面进行分析。

4. 在看VCD之前，让学生熟悉VCD背景资料中对公司和演讲的背景以及演讲的目的的介绍。首先可以让学生完整地看一遍VCD以便对内容有一个大体的了解。在重放中，要求学生完成相应的练习。然后运用VCD机上的暂停键让学生分析不成功的演讲的VCD，总结失败的原因。再看成功演讲的VCD，完成练习，与失败的演讲进行对比，得出结论。看完VCD后完成书上与交流技巧相关的练习。

5. 在语言知识这一部分，先有一个听力练习。然后在熟悉了本课演讲交流技巧中常使用的短语及句子后做一些巩固练习。

6. 在组织发言实践时，要明确该练习的主要目的，即明确该练习是针对哪一技巧的应用。演讲实践结束后教师应进行点评。

7. 可以让学生运用所学的交流技巧和语言知识重新组织自己的演讲。教师在分析、点评学生演讲中应多肯定学生，以帮助他们增强信心。

8. 每一章后的补充练习可根据需要选用。

9. 四章之后期中复习单元与九章之后的期末复习单元，要求学生将已学单元中介绍的演讲各个环节的交流技巧、语言知识、实践综合应用，最终达到熟悉与掌握完整的演讲过程及成功进行演讲的目的。

改编者

Contents

Introduction

For learners of Business English, making a presentation in English can be difficult and demanding. The presenter needs certain skills which go beyond the range of ordinary language courses. *Effective Presentations* is a practical course which develops these skills. It can be used as a short, intensive specialist course, or integrated into a longer and more general Business English programme. It takes the learner systematically through the key stages of making presentations, from planning and introducing to concluding and handling questions. However, each unit can also be used separately to focus on particular elements of giving presentations. By the end of their period of study, learners should be able to make clear, well-organized presentations in front of an audience.

Course components

The course consists of four components: a VCD, a student's book, an audio cassette and a teacher's book.

The VCD

The VCD, which lasts approximately 35 minutes, is central to the course. It contains extracts from four different presentations of the kind that most professional people need to make. The VCD acts as the focus for all the activities contained in the student's book.

The student's book

The book consists of nine units, which correspond to those in the VCD. Each unit is divided into three sections: communication skills, language knowledge and presentation practice.

The communication skills section focuses on the key presentation skills demonstrated in the VCD. The language knowledge section looks at useful language for performing these skills. The presentation practice section allows the learner to put both communication skills and language knowledge into practice using realistic tasks and their own ideas and experience.

The audio cassette

The audio cassette provides additional presentation extracts and listening activities, which illustrate key language points.

The teacher's book

This book contains handling notes for the teacher, and includes extra, photocopiable presentation practice material.

The approach

Effective Presentations looks first at some of the important things that presenters often get wrong, before demonstrating ways of avoiding these mistakes. For this reason, the VCD provides both bad models and good models for students to analyze and consider. It then breaks down a presentation into its important stages, concentrating on two main areas.

Communication skills

The VCD demonstrates skills such as structuring information, using an appropriate style of language, using visual aids, and adopting the right body language. These are then analyzed and practised with the support of the student's book.

Language knowledge

The student's book presents language areas such as the use of linkers and connectors, referring to graphs and charts, emphasizing and minimizing information, and the contrast between written and spoken language. These are further demonstrated by extracts and exercises on audio cassette.

Using the course

The course is designed to work either as classroom or self-study material.

In the classroom

At the start of the course, the learners should each make a short presentation on a familiar topic. If possible, this should be recorded on video. The learners will receive feedback from the teacher. This should identify the skills which need improving. Depending on the learners' needs, the course can either be followed from start to finish, or focus on selected units, using the good and bad models in the VCD and the activities in the student's book. At the end of the course, the learners should repeat their initial presentation (or give a different one), incorporating the skills and language shown in the good models. This version can also be video recorded and compared with their first presentation.

Self-study

Effective Presentations can be used successfully for independent self-study. The student's book provides comprehensive viewing and follow-up activities. These are designed to guide the learners through the course and help them to evaluate their own performance. Self-study can also be integrated into a classroom-based course. The language knowledge section of each unit in the student's book includes exercises which could be done as self-study tasks, and then followed up in the next class. Similarly, it is particularly useful for learners to prepare for the presentation practice phase in self-study time, as this will avoid using up valuable classroom time.

1

What is the point?

Objectives

Communication skills   to identify what makes a presentation effective
Language knowledge   time expressions and tenses
Presentation practice   to practise presenting background information

Communication skills

Pre-viewing

1   What makes a good presentation? List all the things you think make a good presentation. Compare your list with the key on page 92.

2   Read the VCD Presentation Context. Imagine you are making the presentation.

   a   What content will you include?
   b   How will you structure the content?

VCD Presentation Context

The company	The presenter	The audience	The presentation
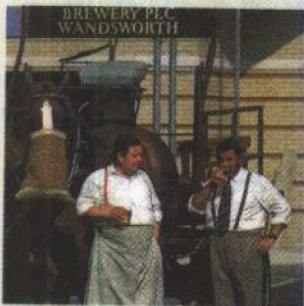
Westwood Brewery, based in London, is a traditional company. It has recently created the post of Public Relations (PR) Manager in order to improve the company's image in the market.

Joanna Brookes is Westwood's new PR Manager. One of the first things she does is to organize a meeting to discuss the brewery's corporate image – in particular whether it needs to be changed.

Joanna has invited the senior managers of the brewery and some outside consultants. They are expecting to participate in a meeting about the corporate image of the brewery.

Unfortunately, Joanna gets the date wrong. She only realizes her mistake when her secretary tells her that the audience is waiting in the conference room. She starts the meeting with a short presentation. The presentation should introduce the main topics for discussion.

Viewing

3   Watch the VCD from 00.00 to 03.18. As you watch, note down what Joanna does *badly*. Use this checklist to help you. Compare your notes with the key on pages 92-93.

Checklist

Overall
Does she consider the audience?
Does she have clear objectives (to inform, to amuse, to persuade, to train)?

System
Is her presentation well prepared?
Is there a clear structure (beginning, middle, end)?
Does she link the parts together?
Is the content relevant and interesting?
Has she considered the timing?

Delivery
Does she speak clearly?
Does she speak at the right speed?
Does she use appropriate language?

Body language
Does she use her body to emphasize meaning?
Does she maintain eye contact with the audience?
Does she appear confident and positive?

Visual aids
Are the visual aids clear?
Do they support her message?
Does she use the equipment professionally?

Other comments

4   Watch the VCD again from 00.00 to 03.18. This time, make brief notes on the content of Joanna's presentation. What points does she make?

Post-viewing

5   One of the worst things about Joanna's presentation is its lack of organization. Look at the 'classic' presentation structure below and your notes from Viewing 4.

   a What should Joanna include in her presentation?
   b How should she organize it?

Introduction	→	Outline	→	Main parts	→	Summary	→	Conclusion
				1				
				2				
				3				
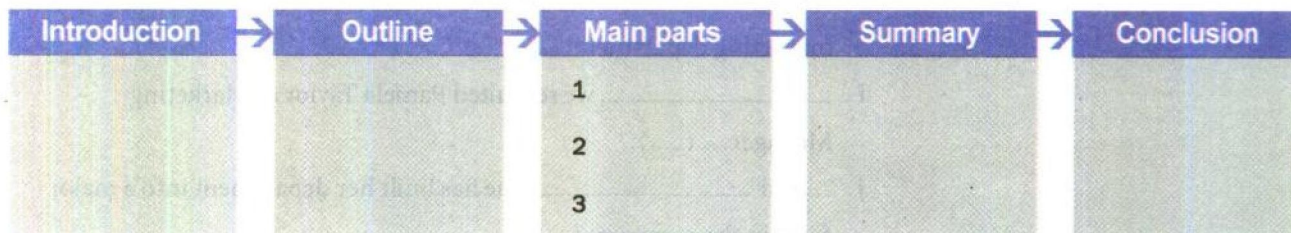
Language knowledge

JOANNA BROOKES
'Of course, we were a family firm…'

1 You are going to hear Westwood's Peter Blake presenting some background information on his company. The information falls into three time zones and Peter uses a combination of time expressions and verb tenses to indicate these.

A	B	C
The company was bought in 1982.	We've had some difficult years recently.	We employ 250 in the plant.

Key
A Finished time
B Unfinished time
C Present time

As you listen, complete these extracts. Then decide which time zone each extract falls into. The first two have been done for you. Check your answers in the key on page 93.

a   As you all know, the brewery was bought *back in 1982*. (A)

b   …as I'm sure you're all aware, there've been some major changes *since that date*. (B)

c   _____, the new owners announced a new strategy for growth. (__)

d   …in fact, _____ it has dropped further… (__)

e   …it _____ stands at just 180, nearly 20% less than ten years ago. (__)

f   _____, we have invested heavily in new plant and equipment. (__)

g   As an indication, _____ we spent nearly £1 million on new vats. (__)

h   It may surprise you to know that _____ Westwood had no marketing department. (__)

i   _____, we recruited Pamela Taylor as Marketing Manager… (__)

j   …and _____ she has built her department into a major force in the company. (__)

Language focus Time expressions and tenses

Past time

some time ago
last year
in the past
back in 1978

The past simple

The past simple is used to indicate finished time:
She joined the company in 1994.

Regular verbs form the past simple by adding *-ed* to the verb stem.
The *-ed* ending can be pronounced in three different ways:
/t/ *announced*   /ɪd/ *started*   /d/ *ordered*

Irregular verbs form the past simple in a number of ways. It sometimes
helps to group them by sound:
buy – bought   catch – caught   teach – taught

Recent time

over the last few years
recently
since 1992

The present perfect

The present perfect is used when the time is unfinished or not stated.
It is formed with *have/has* + the past participle:
He has resigned.
They have retired.

The auxiliary *have/has* is usually contracted in spoken English:
'He's just started.'
'They've already left.'

Present time

currently
at the moment
now
at present

The present simple

The present simple is used to report on current status:
It currently stands at 180.
He is retired now.

Don't forget to pronounce the *-s* in the third person:
It stands.
He lives.

---

2   Complete these sentences. Use the time expression to help you choose the
correct tense of the verb: past simple, present perfect or present simple.
Check your answers in the key on page 93.

a   Some time ago, we _____ (sell) the company.

b   Recently, we _____ (invest) a lot in new equipment.

c   The current head count _____ (stand) at 280.

d   Since last year, we _____ (increase) our PR budget.

e   In 1985, he _____ (retire) from the company.

3   Complete these sentences. Use the tense of the verbs to choose the correct time expression from the list below. Check your answers in the key on page 93.

> back in the eighties   last month
> over the last few years   since January
> at the moment

a _____, we used to have much bigger expense accounts.

b _____, our output stands at 150 per hour.

c He has been with us _____.

d _____ production dropped to 140 per hour.

e _____, we have dramatically increased productivity.

Pair work

4   Listen to this short dialogue, paying particular attention to the contracted verb forms. Then, with a partner, practise saying the dialogue naturally.

A: When did you get back?
B: Just last night.
A: So how long've you been away?
B: Nearly two weeks.
A: Lucky devil! I haven't had a holiday in ages.
B: That's not true. You're always going away.
A: But that's on business.
B: So you say! It sounds fun to me. You know, first-class hotels and all that.
A: You should try it. It's more stressful than you might think.

5   Change the extract from a presentation into more natural spoken English by using contractions. Check your answer in the key on page 93.

> I would have liked to speak for longer on this subject, but I am afraid I have not got enough time. However, I would like to say a few words about future prospects. This year, we have had some major problems; next year, we will face even more severe ones. This is certain, as the market is becoming more competitive.

Presentation practice

1 Use the information below to prepare and give a short presentation on the history of Sonway Solar Electronics.

Sonway Solar Electronics

History

1982	founded by George Sonway
1984	launched first automatic solar generator
1989	took over SOLARPOWER
1992	George Sonway retired, Susan Sonway new CEO
1993	diversification into energy-related products

Sales By product

Key
Solar units
Automatic generators
Energy accessories

	1982	1986	1990	1994
	3.5	4.4	5.2	4
		6.2	9.1	8
				11

Total

1984 total sales: $5,400,000

1994 total sales: $11,000,000

2 Prepare and present some background information on one of the following:

a your own company's history
b a product history
c your career so far
d a subject of your choice.