

研究生英语教程系列丛书

哈尔滨工业大学“十二五”规划教材

总主编 刘晓丹

主编 刘晓丹 黄芙蓉

ACADEMIC COMMUNICATION

学术交流

博士研究生英语视听说教程



哈尔滨工业大学出版社
HARBIN INSTITUTE OF TECHNOLOGY PRESS

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内容简介

本教程是哈尔滨工业大学的“十二五”规划教材。本书以学术交流为主线,对国际会议的准备阶段和进行过程中的正式与非正式场合进行了较完整的阐释。本书共分9个章节,包括学术报告,主持小组会议与专场讨论,介绍发言人,致开幕词和闭幕词,学科与专业、导师和科研环境介绍,发出会议邀请,致祝酒词等。每章还包括中西方文化介绍,英语能力的技巧训练等内容。

本教程适用于高等学校博士研究生以及其他有意于提高英语学术交流能力的人员使用,也可以作为高等学校英语教师教学参考用书。

图书在版编目(CIP)数据

学术交流:博士研究生英语视听说教程/刘晓丹,黄芙蓉
主编. —哈尔滨:哈尔滨工业大学出版社,2011.3

(研究生英语教程系列丛书)

哈尔滨工业大学“十二五”规划教材

ISBN 978-7-5603-3226-0

I. ①学… II. ①刘… ②黄… III. ①英语-听说教学-研究生-教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2011)第038431号

责任编辑 孙杰 田秋

封面设计 嘉美和

出版发行 哈尔滨工业大学出版社

社址 哈尔滨市南岗区复华四道街10号 邮编 150006

传真 0451-86414749

网址 <http://hitpress.hit.edu.cn>

印刷 哈尔滨市石桥印务有限公司

开本 787mm×1092mm 1/16 印张 14 字数 358千字

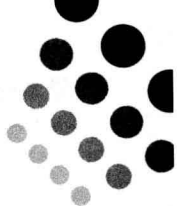
版次 2011年4月第1版 2011年4月第1次印刷

书号 ISBN 978-7-5603-3226-0

印数 1~3 000册

定价 36.00元(含光盘)

(如因印装质量问题影响阅读,我社负责调换)



博士研究生英语的教育是一种趋向专业化、学术化的个性化教育，博士研究生学术交流能力是体现我国科技精英科研水平和交流水平的重要标志之一，也是博士研究生英语教学的首要目标之一。近年来，随着科技进步的日新月异，博士研究生专业技能的增加和学术水平的提高，其参与国际学术交流也就越来越频繁，而他们在以往英语课堂上所掌握的英语知识和基本的日常交流技能已经远远不能满足其学术交流的需求。因此如何用英语与国外专家学者进行信息沟通、将自己的研究成果与同领域的学者进行分享和探讨也就成了博士研究生英语视听说教学的重中之重。

目前，我国虽然出版了几套以学术交流为主线的博士研究生英语听说教程，但是这些书往往涉及范围过于狭窄，仅仅介绍了做学术报告的方式，而忽略了学术交流的技巧。有些博士研究生做报告时缺乏口语讲演的技能，照本宣科，主持研讨会或与外国学者私下交流时更显得捉襟见肘。

在对博士研究生的需求和对现有博士研究生英语听说教程进行调查分析的基础上，我们编写了《学术交流——博士研究生英语视听说教程》一书。作为哈尔滨工业大学的“十二五”规划教材，本书以学术交流为主线，对国际会议的准备阶段和进行过程中的正式与非正式场合所涉及的各个方面进行了较完整的阐释。本书集英语学习过程中视、听、说、写多种语言技能训练为一体，其目的是引导博士研究生从英语学习的小课堂走向国际学术交流的大舞台，促进博士研究生英语学习模式从“注入式学习”转化为“主动参与式学习”，激发他们英语学习的兴趣和潜能。通过培养学生各种场合的学术交流能力，锻炼其思维能力、理解能力、概括能力以及对思想的整理能力，进而提升个人魅力，树立个人成就感，扩大社交圈。

《学术交流——博士研究生英语视听说教程》共分9个章节，每个章节设立一个主题，既涵盖了国际会议中所涉及各个环节——做学术报告、主持小组会议、主持专场讨论、介绍发言人、致开幕词和闭幕词，又包括与国际学者交流的几个其他常见场合，如介绍自己学科与专业、导师和科研环境，发出会议邀请，致祝酒词等等。每一章都提供了原汁原味的视频、音频、文字等多种形式的语言输入，内容新颖独到，具有很强的科技性、学术性、时效性、知识性和趣味性。本书根据输入材料，概括了学术交流各种场合的经典句式和语篇模板，并设计了接近真实情景的任务型练习，使学生有身临其境参与学术交流的感觉。除了提供大量的实例和多样的练习外，本书还对语言点和知识点进行了注释，课后列举了相关学习网站和参考书目，从而将课上学习向课下延伸。

为了帮助博士研究生在国际学术交流中克服跨文化交流的障碍，本书还在各章节中编写了中西文化介绍的内容，让学生从衣、食、住、行等方面扩展知识，增强技能，更好地提高学术交流中的跨文化交际能力。

本书和其他同类教材相比，具有以下几个突出特点：

◎ 科技性

本书是基于理工院校博士研究生的特点和科研需求编写而成，各章按专业选取输入材料，内容涵盖能源、建筑、计算机、机械等多个专业学科，具有较高的科技含量，使英语真正成为博士研究生交流研究成果的有力工具。

◎ 实用性

本书面向学生需求，强调学以致用，突出选材的实用性，构建学术交流的场景，营造语言应用的环境，对博士研究生如何进行规范而有效的国际学术交流提供了具体可靠的指导。

◎ 真实性

参与国际学术交流的学者来自世界各地，他们的口音往往五花八门，既有英美等主流英语国家的标准式发音，也有非主流英语国家或非英语国家的非标准口音。为了使适应各种口音，编者在选择视频和音频等真实语料时，力求口音多样化，拓宽学生对口音适应的宽容度。本书选取真实的语料，无论从内容、形式、语言等方面都接近真实的国际学术交流情景。

◎ 操控性

本书以任务式教学法为主导，把相关的知识和技能分解为不同的任务板块，学生通过完成学习任务达到融会贯通所学知识的目的。

编者对使用本书的课程有以下几点建议：

(1) 由于本课程要求学生实战演练，所以建议班级人数不要太多，以每班25人左右为宜；

(2) 建议为学生搭建接近真实的学术交流场景，使学生模拟国际学术交流场景中所涉及的各种活动；

(3) 学生在模拟学术交流时，建议教师对学生进行录像，以帮助学生自评和互评。

本书的编写人员都是多年从事博士研究生英语视听说课程教学的一线教师，教学经验丰富，理论知识扎实，对博士研究生的需求、能力、问题等了解深刻，因此在内容选择和形式编排等方面都很有针对性。

本书适用于高等学校博士研究生以及其他有意于提高英语学术交流能力的人员使用，也可以作为高等学校英语教师教学参考用书。

经过近一年的潜心编写和两个学期的试用，本书终于正式出版发行。本书在编写过程中曾得到美籍专家Branson Quenzer的大力支持。他对本教程的稿件做了细致审读，在内容和语言等方面给予建议和修改，在此向他表示感谢。

我们欢迎国内外同行批评赐教，以便使教材更加精良。

编者

于哈尔滨工业大学

2011年3月

Unit 1	How to Give a Great Presentation?	1
	Part A Academic Perspective	1
	Part B Graph Description.....	15
	Part C National Symbols	19
Unit 2	Self-introduction	25
	Part A Academic Perspective	25
	Part B Paraphrasing	33
	Part C Philosophy and Religions	35
Unit 3	Introduction of a Speaker	43
	Part A Academic Perspective	43
	Part B Academic Paper vs. Academic Presentation	52
	Part C Architecture	57
Unit 4	Opening Remarks	64
	Part A Academic Perspective	64
	Part B One-minute Talk	73
	Part C Food Culture	74

Unit 5	Laboratories	81
	Part A Academic Perspective	81
	Part B A Process Description	89
	Part C Clothing	93
Unit 6	Conference Promo	100
	Part A Academic Perspective	100
	Part B Summary	107
	Part C Transportation	110
Unit 7	Speeches on Special Occasions	115
	Part A Academic Perspective	115
	Part B Numbers	122
	Part C Wedding, Baby Shower and Funerals	126
Unit 8	A Seminar	134
	Part A Academic Perspective	134
	Part B Short Term Memory Training	141
	Part C Holidays	142
Unit 9	English Speaking Tests	156
	Test 1 Speaking Test of IELTS.....	156
	Test 2 Speaking Test of TOEFL	162
	Test 3 Speaking Test of BEC Higher	172
	Test 4 Speaking Test of PETS 5	180
	Transcripts	185

How to Give a Great Presentation?

■ Part A Academic Perspective

⇒ I. Defining the Situation

A presentation is a form of communication with an audience. The objective of a presentation is to transmit information or opinions to an audience in your own words, within a limited amount of time.

There are three types of presentations according to their purpose: to inform, to persuade, and to build goodwill.

With an informative presentation, you may be teaching your audience about something, you may be talking about a death-defying experience, or you could be describing your business to your leads group. Whatever your subject is, your primary goal is to deliver a speech or presentation that is descriptive. Your objective is not to sell anything or persuade anyone. It is merely to teach or inform. Informative presentations include talks, seminars, proposals, workshops, conferences, and meetings where the presenter or presenters share their expertise, and information is exchanged.

With the persuasive presentation, your reason for speaking is to persuade your audience to agree with you. While this category may deal with an idea, a theory, or a product, your objective is to have your audience understand and agree with your point of view. Persuasive presentations are often motivational. Whatever your motivation with the persuasive presentation, it is of utmost importance that you are convincing. Your success will be determined by how effectively you can sway your audience to see the story your way.

Goodwill presentations, which often take the form of after-dinner speeches, are often designed to be entertaining. Sometimes, they are ceremonial. The purpose of goodwill presentations is pretty obvious. That purpose is to build goodwill, to make people feel good about themselves, and to build respect for the organization and/or the product, as well as for peers, colleagues, and superiors.

Whatever your reason for standing in front of an audience, it is important to identify your objective before you even outline your material.

Whatever words are used, you are expected to give a presentation. If you dread the experience, you may have one or more of the following symptoms: your hands sweat, your knees shake, your

throat dries, or your heart pounds.

There is a fix for these symptoms. Although it may not prove to be a quick cure, it is a lasting one that will provide many rewards for you. You may still feel tense, but it will result in excitement and anticipation rather than dread.

Keep reading this chapter, you'll definitely find the fix.

⇒ II. Watch the Video

Background Notes

Robert E. Skinner, Jr.: Robert E. Skinner, Jr. has been the Executive Director of the Transportation Research Board (TRB) of the National Academies of Sciences and Engineering since 1994. TRB is a non-profit organization that promotes transportation innovation by sponsoring professional meetings and publications, administering applied research programs, and conducting policy studies.

Prior to joining TRB in 1983, Skinner was Vice President of Alan M. Voorhees and Associates, a transportation consulting firm, for which he managed the firm's activities in the eastern United States. Skinner earned his bachelor's degree in civil engineering from the University of Virginia in 1969 with high distinction. He earned a master's degree in civil engineering from MIT in 1971. A registered professional engineer, Skinner received the James Laurie Prize from the American Society of Civil Engineers.

Word Bank

switch	v.	转换 (话题)	pavement	n.	铺筑过的道路
facility	n.	(常用复数) 工具	laterally	ad.	侧面地, 横向地
constraint	n.	强制, 压制因素	infrastructure	n.	基础, 基础设施
pedestrian	a.	徒步的; 平淡的	vantage point		有利位置; 见解
incentive	n.	刺激, 鼓励	decompose	v.	分解
disincentive	n.	起抑制作用的措施	snip	v.	剪断
leverage	v.	促使……改变	intermix	v.	混合, 混杂
entrenched	a.	牢固的, 稳固的	optimum	n.	最适条件, 最适度
intertwine	v.	紧密相关; 缠绕	integrate	v.	使结合
axle	n.	车轴	implicit	a.	含蓄的
predominate	v.	居支配地位	freight	n.	货运
make strides		取得进展	blaze a trail		闯出一条路
at a societal level		在社会层面	skew to		扭曲
far out		远离现实	come for none		徒然

Task 1

1. Directions: Watch the video and then fill in the blanks.

I think it's probably helpful to know a little bit about where I might be coming from in this. My own career began as a (1) _____ engineer, working for state and (2) _____ governments, mostly planning, not (3) _____, but planning ah future transportation facilities and (4) _____, then I moved to the transportation research board of the (5) _____ and managed the studies of national policies issues involving (6) _____. And then my (7) _____ duties include (8) _____ a number of applied research programs for different industries, and (9) _____ within the transportation fields. So I'm looking at, from that standpoint, and there will be sort of decided, probably public (10) _____, skew to what I'm going to say.

2. Directions: Watch the video, and then decide whether the following statements are true or false.

- _____ (1) According to the speaker, the public is indirectly involved in the transportation enterprise.
 _____ (2) In healthcare system, we are all unfortunately involved as customers of the system.
 _____ (3) In transportation system, the vast majority of us are actually operators of the system.
 _____ (4) The public sector responds more to market concerns than to political forces and public opinions.

Task 2

Directions: Watch the video for the second time and discuss the following questions with your partner.

(1) While making a presentation, some people choose to read from their paper but others prefer to talk to the audience. Which way does the speaker take in this presentation? Do you think it is better than the other way? Please give your reasons.

(2) What kind of body language does the speaker use to help convey his idea in this presentation?

(3) Does the speaker use any visual-aids in his presentation? If so, what are they? Does he make the best use of them? In what ways?

III. Useful Expressions

☆ Good morning/Good afternoon ladies and gentlemen.

- ☆ The topic of my presentation today is ...
- ☆ What I'm going to talk about today is ...
- ☆ The purpose of this presentation is ...
- ☆ This is important because ...
- ☆ My objective is to ...
- ☆ The main points I will be talking about are
 - first ...
 - secondly ...
 - finally ... we're going to look at ...
- ☆ Let's start/begin with ...
- ☆ I'd like to illustrate this by showing you ...
- ☆ Now let's move on to ...
- ☆ I'd like to expand on this aspect/problem/point.
- ☆ Let me elaborate on that.
- ☆ Would you like me to expand on/elaborate on that?
- ☆ I'd like to turn to something completely different.
- ☆ I'd like to digress here for a moment and just mention that ...
- ☆ Let me go back to what I said earlier about ...
- ☆ I'd like to recap the main points of my presentation:
 - first I covered ...
 - then we talked about ...
 - finally we looked at ...
- ☆ I'd now like to sum up the main points which were ...
- ☆ I'm going to conclude by saying that.../inviting you to.../quoting ...
- ☆ In conclusion, let me ... leave you with this thought/invite you to ...
- ☆ Finally, I'll be happy to answer your questions.
- ☆ Now I'd like to invite any questions you may have.
- ☆ Do you have any questions?
- ☆ Any questions or comments would be appreciated here.

➤ IV. Strategies for Giving a Great Presentation

1. Introduction

You have the best opportunity to make an impact on your audience at the beginning and the end of your presentation.

In the beginning, the audience is fresh and, for the most part, open to your message. Most audiences want you to present with confidence and poise. Most audiences make up their minds about your credibility within the first three minutes of hearing your introduction. Consequently, your introduction is critical to your success. The beginning of your presentation should meet the

following criteria.

Introduction goals

- ☆ *It's relevant to your topic.*
- ☆ *It creates a positive relationship by:*
 - Choosing strong, but not offensive words.
 - Using an appropriate tone of voice.
 - Even if your opinions contradict those of the audience, letting them know that you respect them.
- ☆ *It gets the audience involved.*
- ☆ *It gets the attention of the audience.*

Techniques that get the audience's attention

- ☆ *Use an anecdote or tell a brief story.*
- ☆ *Refer to a previous speaker.*
- ☆ *Ask a question.*
- ☆ *Give a definition.*
- ☆ *Give a quote.*

2. Conclusion

As we mentioned in the Introduction, you have a great chance to make an impact on your audience at the beginning and the end of your presentation.

Your conclusion is usually the last thing the audience hears from you. Since people tend to remember the last things they hear, make sure you conclude carefully and with emphasis.

Conclusion goals

- ☆ *It provides closure.*
- ☆ *It helps the audience remember.*

Techniques for conclusions

- ☆ *Summarize your points.*
- ☆ *Remind them of why it's important to them.*
- ☆ *Refer to your introduction.*
- ☆ *Answer the question you asked in your introduction.*
- ☆ *Envision the future.*

3. Handling Questions

Many presentations include a question-and-answer period. The time when questions are asked can affect the tone of your speech. It's important to be honest, in control, and confident. Before you speak, determine when and how you'll take questions.

When to take questions

- ☆ *Questions within a presentation*

The advantage to taking questions throughout your presentation is that any confusion your listeners have can be clarified immediately and you can speak directly to their concerns. The

major disadvantage is that the sequence, emphasis, and your major message can get lost when you give “floor time” to audience members. Besides, questions offered during a presentation require flexibility and often demand more time for the total presentation.

☆ *Questions after the presentation*

Holding questions until the end of your presentation allows you to maintain control. You have the opportunity to make important points at the time you choose to make them. The disadvantage is that you may have overlooked sharing some information and some of the audience may be lost. A simple clarification in response to a question might eliminate some confusion.

Techniques for fielding questions

☆ *Answer the question being asked.* Sometimes speakers look foolish when they answer the question they anticipated rather than the question really posed. Listen carefully to the question before formulating your answer.

☆ *Repeat the question so that the entire audience can hear.*

☆ *Answer each part of compound questions separately.*

☆ *If you don't know the answer, don't fake it.* When you fake an answer, you risk losing credibility with the listeners. An honest response is the best approach.

☆ *If asked a question you will cover soon, give a brief answer and promise a more thorough explanation in a few moments.*

☆ *Answer as concisely as possible.* Don't get sidetracked or ramble.

☆ *As you prepare your presentation, anticipate likely questions.* Come prepared with statistics and examples to support your responses.

☆ *When the question-and-answer period has ended, give a brief wrap-up and restate your conclusion.* If you asked the audience to do something, now is the time to repeat your request.

4. Using Visuals

Good visual aids add credibility to your presentation and keep the attention of the audience. What you show an audience has about three times as much impact as what you tell them.

Visual aids consist of anything used to support your message. You need to know the various kinds of visual aids, know how to prepare them, and know the best ways to use them.

Kinds of visual aids

☆ *Objects*

☆ *Transparencies*

☆ *Models*

☆ *Videos*

☆ *Photographs and posters*

☆ *Flip chart sheets*

☆ *Slides*

☆ *Computer-generated graphics*

Preparing visual aids

☆ *Prepare in advance.*

☆ *Use large print.*

☆ *Keep it simple.*

☆ *Make it meaningful.*

☆ *Use bullet points.*

☆ *Use color to keep visuals alive.*

Tips for using support materials

- ☆ *Practice, practice, practice.*
- ☆ *Don't read.*
- ☆ *Talk to the audience, not to the aid.*
- ☆ *Time your visual aids.*
- ☆ *Keep a clear view.*
- ☆ *Think before passing items around to the audience.*
- ☆ *Explain any visuals you use.*

5. Controlling Non-verbal Behavior

Verbal communication includes the words that we say. Nonverbal communication involves how we communicate what we have to say.

Nonverbal communication takes place constantly. Each sign, yawn, smile, and raise of eyebrow says something. A frequently used phrase is, "We cannot not communicate nonverbally."

Elements of nonverbal communication☆ *Distances*

How close or far we stand from someone tells them something about us. We can make them comfortable or project that we are uncomfortable. By adjusting our distance and space we can communicate formal or informal attitudes.

In his classic 1969 book, Edward Hall defined four distances that Americans observe without consciously being aware.

<i>Intimate</i>	Touch — 18 inches	<i>Social</i>	4 feet — 12 feet
<i>Personal</i>	18 inches — 4 feet	<i>Public</i>	12 feet or more

Classroom and conference room presentations usually take place in the social distance. Normally, any situation that involves speaking before a group larger than 25 or addressing any size group from a stage takes place in the public distance.

☆ *Posture*

Simply standing straight or in a slumped way sends a strong positive or negative message to anyone watching you. To appear positive and confident, choose the "centered position" in which you distribute your weight evenly on both feet and hold your arms comfortably at your sides. If you serve as a panel member or if you sit at the head table waiting for an introduction, look alert and sit up straight. Remember that you are "on stage" at all times and your audience judges you before you even speak.

☆ *Facial expressions*

We can easily identify the difference between a smile, a scowl, a wink, and a blank stare. Just as easily, we attach meanings to those expressions. Expressions like a grimace, a knitted eyebrow, or a grin can add more meaning to our words. A speaker should make sure that facial expressions and the intended meaning behind the words match. Sometimes a nervous speaker smiles without

being aware of it. This sends a poor message when the topic is serious. Just as often, nerves keep some speakers from demonstrating any facial expression at all. An audience can't get excited about a topic that doesn't appear to excite the speaker. If you practice with a video camera, check for appropriate facial expressions during all parts of your presentation.

☆ *Eye contact*

In the United States, the culture of direct eye contact indicates trustworthiness, friendliness, and confidence. Averted eyes usually indicate just the opposite. Ask yourself this question: Would you prefer to have a conversation with someone who looks at you most of the time or someone who looks at her shoes, the ceiling, or someone else? Most of us prefer to speak with someone looking at us. The audience prefers good eye contact too. If you are particularly nervous about looking people in the eye while you're speaking and you have the opportunity to speak before a large audience of 25 or more, look them in the forehead. Find a spot just above the nose and at a distance of over 10 feet it looks as though you're looking them in the eyes.

Averted eyes don't communicate confidence, but neither does staring behavior. When a speaker stares at the decision maker, she excludes the rest of the audience and probably makes the decision maker uncomfortable.

☆ *Gestures*

How we use our hands can speak volumes. In a presentation, gestures can show any number of emotions and express a variety of sentiments. Remember to use natural gestures and control them.

Unlike facial expressions, gestures are culturally bound.

☆ *Body movement*

Use movement purposefully. Try to find a balance between too little and too much movement. Standing stiff and totally motionless can be as detrimental to imparting a message as pacing uncomfortably. If you pace, the audience watches your pacing and ignores what you say.

Here are some hints to combat uncontrollable movements:

• *As you walk to the front of the room to begin your speech, find the spot where you will stand to start your presentation.*

• *Plant your feet solidly on the floor.*

• *Once you are "planted" at the front of the room, keep your feet in the same position for at least 30 seconds before choosing to move. The 30-second minimum rule keeps a speaker from appearing to pace.*

All of these elements of nonverbal communication add up to our general appearance. To be a good speaker, the content of your presentation must be good. How you sound and look can help or hurt your credibility as a speaker.

When verbal and nonverbal cues don't match, the nonverbal cues usually provide a key to the true meaning of the message. A good presentation requires that verbal and nonverbal communication match.

Non-words

In addition to listening to the words you speak, think of the other sounds you make. Most inexperienced speakers should pay attention to the non-words like “um”, “ah”, and “and”. Many of us fall into patterns when we use these sounds. Some people fill the pauses between sentences or words with an “Uhhh”, often uttered in a long drawn-out single tone. This almost sounds like singing and doesn’t allow a break in the monologue. Other people use non-words in a short staccato style in the beginning or middle of a sentence.

Look out for the favorite phrases “like” and “you know”. These common fillers for the Generation X age group are acceptable in normal conversation among peers, but not in presentations. People from previous generations find those fillers annoying, distracting or even rude.

Some of us get into the habit of frequently repeating one phrase or word unconsciously like “actually”, “basically” and “you see”. Listen for this pattern if you watch yourself on tape. If a speaker has this habit, the audience stops hearing the presentation and starts counting the repeated phrase.

How others perceive you is critical in your presentation. Perception may not be accurate, but to the perceiver it is reality. Your first impression may color your relationship with this individual for months to come.

Top nine negative nonverbal cues (before, during and after your presentation)

- ☆ *Weak handshake*
- ☆ *Sloppy clothes*
- ☆ *Too much jewelry*
- ☆ *Inappropriate hairstyle*
- ☆ *Slouching*
- ☆ *Staring at your notes*
- ☆ *Bad breath*
- ☆ *Repeated hand mannerisms*
- ☆ *General bad manners*
 - *Looking everywhere except at the person you’re talking with*
 - *Interrupting others without listening to what they have to say*
 - *Arriving late*
 - *Using crude language*
 - *Rubbing your ear*
 - *Taking more time for your presentation than you have been allotted*

Remember that we only have one chance to make a positive first impression. That impression can last a lifetime. We may not be able to control our genetic makeup, our body type, height or facial features, but we can control the way we dress, wear our hair, and our general grooming habits. We also control our manners and demeanor.

When giving a presentation, even the best use of nonverbal skills can’t make bad content good,