Jeremy Comfort 著

总改编者
陈苏东

牛津商务英语教程（中国版）

Oxford Business English Skills (China Edition)

成功演讲

教师参考书

本册改编者：吴芬 包倩怡

EFFECTIVE PRESENTATIONS

天津大学出版社

牛津商务英语教程(中国版)
—— 成 功 演 讲

教师参考书

作者 Jeremy Comfort
with York Associates

总 改 编 者　陈苏东
本册改编者　吴　芬
　　　　　　包倩怡

Typeset in ITC Franklin Gothic and Adobe Minion

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)商务英语教学的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）对象的广泛适用性：这套教材适用于全日制英语、经济和商务专业以及非全日制英语、经济和商务专业的大学生和成人教育的提高班、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、文化素养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。

<div align="right">改编者</div>

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。

　　每个单元都由三部分组成: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,通过摹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。然后按照交流技巧、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. 在组织演讲实践时,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. 四章之后的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

内 容 提 要

　　随着我国对外开放力度的不断加大,英语学习的目的与使用范围已日趋多元化,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;二是可操作性强,整套图书确立一个容易理解和进入的起点,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。

Introduction

Introduction to the course

For learners of Business English, having to make a presentation in English represents a particular challenge that is both difficult and daunting. Perhaps more than any other activity, it exerts considerable demands on the learners' communicative ability, requiring them to perform to a high standard under very stressful conditions. There are many and varied pressures on presenters – achieving their own objectives; meeting the expectations of the audience; anticipating the difficult question. Not least is the stress of simply having to stand up and address an audience in a foreign language. It is not surprising, therefore, that learners need to acquire a range of communication skills and language skills (as well as the confidence to use them) in order to plan and deliver an effective presentation.

Effective Presentations is a practical and accessible course specifically designed to equip learners with these essential skills. It is divided into nine units, which take the learner systematically through the key stages of giving 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. The approach adopted by the author is aimed at steadily developing both the learners' competence and confidence, so that by the end of the course they will be able to perform really effectively in front of an English-speaking audience.

Course components

The course consists of four components: a VCD, a Student's Book, an audio cassette and this Teacher's Book.

The VCD

The VCD is the central component of the course. It contains approximately 35 minutes of extracts from presentations of the kind that most professional people need to make. The presentations have different objectives, and are given by different people, and each of the nine units focuses on a different key presentation skill (see contents page). The VCD acts as the focus for all the activities contained in the Student's Book.

The Student's Book

The book also 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 identifies and practises the key presentation skills demonstrated in the VCD, and aims to draw on and extend the learners' own ideas by involving them in the evaluation process. The *Language knowledge* section is intended to focus on and expand the learners' knowledge of key language areas necessary 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

This consists of approximately 30 minutes of additional presentation extracts and listening activities, which illustrate key language points.

The Teacher's Book

This book provides an introduction to the course from the teacher's point of view. It is intended as a guide to help the teacher to handle the different components of the course. It provides suggestions for further exploitation in the classroom and self-study time, and contains extra, photocopiable material for presentation practice.

Using the course

The approach

For each stage of a presentation, *Effective Presentations* looks first at a bad model of each presentation skill to demonstrate the possible faults and weaknesses that can occur. The course then moves towards a good model, in which the strengths of each skill are demonstrated and analysed. It is therefore very important to use the VCD in combination with the Student's Book.

The approach used in this course concentrates on two main areas which are designed to develop the learners' abilities and performance.

Communication skills

Skills such as structuring information, using an appropriate style of language, using visual aids and adopting the right body language are demonstrated on the VCD. These are then analysed and practised with the support of the Student's Book.

Language knowledge

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, are presented in the Student's Book. These are further demonstrated by extracts and exercises on audio cassette.

The course has been designed to cover the following three stages:

Stage 1 (Unit 1) An example of a bad presentation. This identifies all the elements that are necessary in order to make a good presentation.

Stage 2 (Units 2–8) These elements are divided into seven key areas (see contents page). Units 2–8 demonstrate both bad and good examples of communication skills in these areas.

Stage 3 (Unit 9) A good presentation. In this unit, the presentation from Unit 1 is delivered again. This time the presenter uses the good practices looked at in Units 2–8.

Methodology

All parts of the course are designed to work either as classroom material or for self-study.

In the classroom

This three-stage procedure, suggested in the previous section, may be the best one to follow in class.

1 The learners each make a short presentation on a familiar topic (if possible, this should be recorded on video). This is then analysed, either individually or with the whole group, to identify which skills need improving.

2 Teachers and learners work together to improve these skills, using the good and bad models in the VCD, and the activities in the *Communication skills* and *Language knowledge* sections of the Student's Book.

3 The learners repeat their initial presentation (or give a different one), incorporating the skills and language shown in the good models. This version can be video-recorded and compared with the first presentation.

Self-study

The VCD-based activities focusing on *Communication skills* are probably most effectively used in the classroom, although it is possible to use the VCD for independent self-study. The *Language knowledge* section of each unit in the Student's Book includes a number of exercises which could be done as self-study tasks, and then followed up in the next class. Similarly, it is particularly useful to prepare for the *Presentation practice* phase in self-study time, as this will avoid using up valuable classroom time.

Using the VCD

Before watching, always make sure your students are fully aware of what they are going to see (the VCD Presentation Context section provides briefing on the content of each unit).

The first time your students watch a section of the VCD, play the sequence all the way through. This will give them a chance to understand the content, and enable them to adapt to the pace of delivery. For more detailed practice, you can then play shorter extracts to focus on specific aspects of language use or communication skills.

Exploit the visual medium to the full by playing some passages without any sound. Ask your students to speculate about what is being said, to interpret the mood or attitude of the speakers from their body language, and

encourage them to make other observations. You can also freeze-frame (pause) the VCD at key moments, such as the introduction of a chart, or a transition point in the presentation. This can be done either with or without sound. Ask your students to anticipate what will happen next, or what the speaker will say.

Use the on-screen clock for easy reference to specific sections.

Use the Tapescript at the back of the Student's Book for more detailed analysis and practice of language features.

Giving feedback

A key element in any communication skills course is giving regular feedback on your students' performance. If you have the facility to video-record your students, you can illustrate your comments by replaying extracts from their presentations. It is much more effective if they can see something for themselves, rather than simply hearing it from the teacher.

Warn your students in advance that you are going to be looking for improvement in particular areas (e.g. the use of linking phrases, emphasizing and minimizing, or eye contact), so that they know what is expected of them.

When watching your students' presentations, try to note counter numbers on the VCD where something particularly wrong or right.

You will find the many checklists included in the Student's Book useful as a guide to giving feedback on particular points.

Before you give feedback, encourage the presenters themselves to be self-critical and evaluate their own performance. It is important that you don't prejudice their self-evaluation by giving your own views first. Where appropriate, encourage the other participants to give feedback.*

Break down your own feedback into specific areas (e.g. body language, use of tenses, etc.). Divide your notes into two parts: (i) communications skills, and (ii) language use.

Be positive – remember to praise the good points first. Don't be over-critical, and resist the temptation to pick up on every single mistake. You want your students to be inspired to do better, not inhibited to the point where they are afraid to open their mouths. It is important not to underestimate how stressful the whole experience of presenting in a foreign language can be, particularly if the presenter feels that his or her professional credibility depends on giving a successful presentation. Your criticism should therefore be constructive wherever possible. When you do focus on negative points, demonstrate how students can improve their performance next time. Aim to build confidence as well as competence.

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* Whether or not you involve other participants in giving feedback will depend very much on the composition of the group. In some cultures, public or explicit criticism of peers may not be acceptable. Similarly, some people may feel uncomfortable if asked to criticize someone who is perceived as senior to them in age or position. Senior personnel in a company may feel their position is undermined by criticism from a junior colleague. This is obviously a matter for the discretion of the teacher. If in doubt, it is probably better to avoid the situation rather than risk alienating some members of the group.

1 What is the point?

Introduction

This unit shows a presentation given badly by someone who is obviously not prepared. It is designed to provide a context for the material contained in the rest of the course, and to identify the features that make a good presentation. Many students will already have some experience of presenting in their own language, and so will probably have some ideas about this.

Another key objective is to give your students the opportunity to make an initial, short presentation in English. This will enable you – and them – to get some idea of their own strengths and weaknesses.

Communication skills

Pre-viewing

1   As with all brainstorming sessions, there is always the risk that there is no storm, just silence! To avoid this, ask your students to list some ideas in pairs or small groups. Write up their ideas on the board as they are read out. These can be compared with the version in the Answer Key on page 92. If no suggestions are forthcoming, use the categories in the key (System, Delivery, etc.) to start the discussion going.

2   The VCD Presentation Context gives an idea of the background to the presentation. The tasks are designed to make your students consider the situation, and how they would achieve the presenter's objectives in this context. Above all, you should focus on *audience* (What do they expect from the presentation?) and *purpose* (What will be achieved in the presentation?).

Viewing

3   Go through the checklist with your students first, making sure they understand it. Before your students watch the VCD, tell them not to worry if they miss some of the content or don't understand every word. This is quite likely, as the presentation is so badly prepared and badly organized. If you have a larger group, divide them into sub-groups. Ask each sub-group to focus on a different aspect of the presentation, e.g., one on System, another on Delivery, and so on.

4   This is a second chance to watch the presentation. If you feel your students may still have difficulty understanding it, focus their attention by asking them to listen for information about company history, products, sales, etc. Make sure they keep their notes, as these can be referred to again in Unit 9.

Post-viewing

5 For this task, ask your students to look back at their ideas for Pre-viewing task 2 and compare. When they have completed the flowchart, encourage them to compare their ideas with each other.

Language knowledge

1 You could preview this activity by asking your students how they would express finished and unfinished past time. Draw their attention to the diagram, which shows the connection between the time zones.

You will need to adapt the listening exercise to the language level of your students. In all cases, play the extract all the way through first, so that they understand the content. You may wish to set a couple of general comprehension questions (e.g. In which areas have there been major changes? What were some of these major changes?). Replay the extract, stopping where appropriate. Ask them to compare their answers for the time zones, to highlight any difficulty or confusion. The key point here is that the student has two ways of indicating time:

(i) time expressions (*last year*, *over the last few years*, etc.)
(ii) tenses.

2, 3 These short exercises consolidate the last listening exercise. They are ideal self-study tasks. As an extra activity, ask your students to create sentences about their own career, company, or country, focusing on the different time zones.

4, 5 Although pronunciation is not formally addressed in this course, it will undoubtedly be a key feature of the language feedback you give your students. In 4, you may wish to go through the dialogue line by line and get your students to repeat what they hear, before asking them to work in pairs. In 5, once they have compared their own version with the answer key, your students could record themselves reading the passage using contractions (e.g. as self-study). This will encourage them early on to monitor and evaluate their own performance.

These two exercises point the way to the sort of pronunciation activities you can do using the Tapescript (pages 103–107). Depending on your students' needs, other areas to focus on could include weak forms, sentence stress, pausing, stressing key words and varying intonation. Use the Tapescript as a resource for extension activities, not just for providing correct answers.

Presentation practice

1 The key skills being practised here are: (i) communication skills – preparing and organizing information; (ii) language knowledge – using the correct tense and time phrases. If you are working with a larger group, divide them into pairs or threes to organize the information and prepare the presentation. Emphasize that it should be short and concise. One member of each group should then present.

(For more practice activities which your students can prepare in their own time, see pages 30–32.)

2   Any available company documentation (reports, brochures, etc.) will help the students to prepare their presentations. As always, students should think about who the presentation is for (e.g. a group of visitors, customers, other members of the group), as this will influence their choice of language and content. You can specify the audience, or ask them to choose. Keep a copy of the recording of this activity (preferably on video), so that you can compare this presentation with the one they make at the end of Unit 9.

2 Making a start

Introduction

This unit demonstrates both a poor version and a good version of an introduction to a presentation. The key objective for this unit is to make sure that your students can deliver a fluent introduction to their own presentations. If they are able to do this, they will be more likely to impress and to capture the attention of their audience. The introduction is the one part of their presentation that your students should be able to deliver without notes or support.

Communication skills

1   Ask your students who they give presentations to. See if they fall into the categories mentioned on page 10 of the Student's Book. The basic distinctions are whether they give presentations inside or outside their companies, and also whether they are presenting to people they consider senior or junior to themselves. These are important considerations for planning the style of the introduction. They also determine how much the audience can be assumed to know about the subject, and how much needs to be stated explicitly. Go through the checklist to see which items would be included depending on your students' particular audience. The last item, 'a human touch', will require some discussion. What is meant by this is some mention or recognition of the immediate situation: the weather, the location or the audience themselves. (For example: '*Thank you for making a special effort to get here today. I understand the traffic was terrible*'.)

2   Many people are unsure how to introduce themselves and how much to say. National and company culture will influence self-introductions to a large extent. The formality of the setting will influence whether or not first names are used, and also how formally the presenter talks about his or her position. An acceptable neutral self-introduction could be something similar to this: '*Good morning. My name is Pierre Martin, and I'm in charge of Strategic Planning here in Strasbourg*'. You could also suggest including phrases like: '*As some of you already know ...*', '*For those of you who don't know me ...*', etc.