

高职高专商务英语系列教材

总主编 李德荣

How to Make a Good Presentation

主编 / 纵瑞昆 副主编 / 徐 旸 石 敏

演示技能



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中国的企业正在转型为与国际接轨的现代企业。这一转型就宏观层面而言,是一种文化的转型。其成功与否,取决于能否借鉴世界上(尤其是发达国家和地区)已被证明为成功的企业管理文化。企业管理文化博大精深,至关重要。它大可涉及国计民生、社会安定、企业责任、管理风格,小可涉及计划安排、日常管理、服务态度、待人接物。这一文化是整个社会文化的一个重要组成部分,且直接影响人民生活。令人遗憾的是,对这一文化至今尚缺少应有的关注和倡导。

上海商贸职业教育集团根据国家经济发展战略和教育部构建现代职教体系的要求,从2009年起致力于各级各类职业教育协调发展的研究和中高职教育有效衔接的实践,完成了中高职教育定位正确、专业培养目标与职业岗位培养方向对接、学历证书与人社局职业资格证书融通的《商务英语》《会计》《市场营销/连锁经营管理》《金融事务》《国际商务》《现代物流》《应用艺术设计》和《酒店管理》等8个中高职教育专业教学方案。其中《商务英语》专业教学方案更是基于国际化视野、有机融入企业文化、所有课程进一步突出能力标准的全新开发。

《商务英语》专业教学方案致力于引进国际新的教育教学理念,从理论到操作层面对旧的课程设置和教学内容进行大刀阔斧的改革,使之既与国际接轨,同时又适合中国国情。该教学方案大力引进国外课程,解决学英语和学专业的矛盾,意在终结英语学习和专业学习“两张皮”的历史,在探索中高职教育如何实现有效衔接或一体化的研究中取得积极的进展。项目论证的有关专家一致认为新方案从实际而非概念出发,借鉴发达国家的成功经验,大胆创新,为中高职商务英语专业的发展,开创了值得努力试探和实践的新的道路。

该专业教学方案配套教材计划开发12册,按教学进程需要,我们将以下8门课程列入首批编写,这些课程包括:

The Business World (企业与社会)

Telephone Skills(电话交流技能)

Workplace Communication Skills(工作场所交流技能)

Writing Workplace Documents(工作文件写作)

Negotiation Skills(谈判技能)

How to Make a Good Presentation(演示技能)

Dealing with Customers(客户沟通技能)

Job-seeking Skills(求职技能)

以上这些新教材以英语为载体,介绍先进的企业管理文化,同时具有语言教材的特点,更加适合中国学生学习。与传统教材相比,新教材具有下列特点:

1. 专业课程体现专业特色,迈出与国际接轨的步伐。以往的专业课程没有明确的规定和规范,各校根据自身的条件和情况开设,有的侧重外贸,有的侧重营销,也有的将重点放在开设一些单证、报关等实务课程。新教材积极借鉴国外相关经验,从培养目标出发,以“能用英语从事商务活动”为教改基本思想,以英语应用能力和商务实践能力为重点,以求达到“知识型、发展型技能人才”的培养目标。把商务专业知识的学习,与英语学习自然地融合在一起,让学生既学专业,又学英语,两者相辅相成,相得益彰。

2. 有利于做到中高职课程衔接。以往中高职互不通气,各行其是,所开设的课程任意性很大,不利于专业建设。新教学方案对专业要求进行了明确的界定,为中职商务英语专业的课程设置提供了依据。以上提及的8册教材中,有些教材的部分章节可用于中职课程。

3. 标准细化,便于操作。新教材对课程的知识 and 技能要求作了全新的诠释和详尽的规定,由浅入深,知行一体。在体例上,这套教材既是专业教材,又具有语言教材的特点。在介绍专业知识的同时,对专业知识的语言载体——包括词汇、句型、习惯用法、商务英语的特点等用注释、标示及各类练习等手段,让学生掌握并应用,提高英语水平。这一新的尝试,旨在努力改变以往商务英语专业存在的英语和专业“两张皮”的状况,开创一条让专业与英语融合的新路。

4. 运用先进的教学理念,从内容到形式均为创新性教材,从教学内容到教学手段,既充分与国际接轨,同时适用于中国学生。为国内首创。在专业知识介绍方面,内容上力求基础、实用,文字上力求简明、通俗,以适合职业教育的特点和学生现有的英语水平。

我国的职业教育与发达国家相比差距很大。这也使它具有很大的发展和创新的空间。职业教育的发展需要更多的关注、关心和扶持。本套教材系新创,问题和不足在所难免,希望广大教师在使用中提出宝贵的修改意见,以帮助本系列教材不断完善。

上海商贸职业教育集团常务副理事长 冯伟国

2013年8月

随着世界经济及贸易的发展,英语作为一种国际性语言已被广泛应用于各种职场。培养良好的职场英语交际能力,尤其是在各种职场中用英语进行演示的技能,对在校大学生或即将步入职场的大学生都是非常重要的。编者从中国学生学习英语的特点出发,归纳总结出学生在英语信息陈述及演示中的难点和弱点,编写了《演示技能》教程,以提高学生英语信息陈述及演示水平,改善学生思辨力和创造力的有效手段,培养学生多种语境中用英语进行交流的能力,

《演示技能》具有较为完整的体系,有效地融合了理论知识、技能训练和案例等内容,是一本兼有理论指导和实际应用价值的教材。它可以帮助学生从理论和实践应用两个层面上把握英语信息陈述及演示的规则,了解英语信息陈述及演示的模式、语言文体和组织结构,锻炼学生用英语阐述思想并解释问题,从而提高学生的信息陈述能力和逻辑思维能力。

《演示技能》知识完整,功能丰富,语言简洁,深入浅出,易读易懂,结构清晰,系统易练,学以致用,方便实用。本书文理兼顾,面向各科学学生,不仅有利于高校学生为进一步学习和提高英语交流及演示能力打下扎实的基础,也有利于将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英语信息陈述能力和英语演示水平。

为方便教学,本书配有习题参考答案及视频,需要的读者可访问 www.lixinaph.com 获取。

编者

2013年8月

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Unit One

The Role Of Presentations



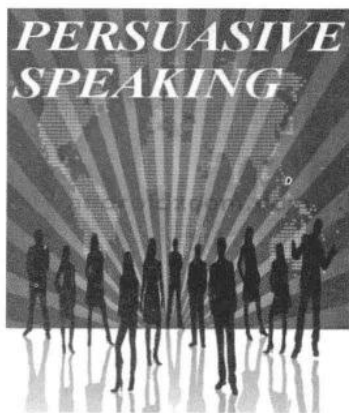
Part One What Is a Presentation

A presentation is publicly speaking to an audience with *intent* to inform, *demonstrate*, explain or persuade. The presentation is normally written, then performed. It includes an introduction, a body consisting of main *focal* points and a conclusion. The subject matter, choice of words and delivery all depend on the audience. *Visual* aids are often *incorporated* into the presentation, if meaningful and relevant. Nearly all types of presentations fall into three main *categories*—informative, persuasive, and motivational.

I. Informative

An informative presentation is based on *factual* information, so it is presented in an *objective* way to increase awareness and understanding of a particular subject. A range of *credible* sources are needed to *substantiate* the *data* provided in your presentation. For example, many representatives from health-related organizations give informative presentations to spread public awareness of various diseases and how to prevent them.

II. Persuasive



A *persuasive* presentation is given to *influence* the audience in such a way as to *convince* them to think or believe the way you think or believe. It can be based on factual information or an opinion. The goal is to *prompt* the audience to take action in some way, whether it is to purchase a product, sign a *petition* or to *donate* money to a cause.

目的
演示, 显示

焦点的
可视的
结合
种类

真实的
客观的
可信的
论证; 数据

有说服力的
影响
说服

促使

诉求; 捐助

III. Motivational

Motivational presentations are highly emotional and given in all types of settings. Speakers seek to arouse, encourage and *stimulate* an audience to enrich their personal or professional lives. Corporations often hire motivational speakers to *motivate* employees to work harder, sell more or perhaps take greater pride in their employer and job. They provide steps for the audience to take to achieve a certain goal, such as career development or better health, as well as examples of how to achieve those goals.

鼓舞人心的

激发

激励

Part Two The Role Of Presentations

Presentations are widely used in *contemporary* business organizations. It is necessary to understand their role because they became a *significant* part of successful business. We should realize what kinds of oral presentations are usually made, and how to prepare a successful *delivery* of the presentation.

当代的

重要的

演讲

Presentations can be used to *launch* a new product, provide information or updates, teach skills, improve knowledge, or demonstrate services or products. In tourism, for example, presentations are also closely linked to the promotion of tourism products and services. It may serve the purpose to promote a new product, introduce a new aspect of an existing product, gain interest in a *destination* or increase the sales of an existing product to increase the knowledge of the products by consumers or clients.

推广

目的地



Notes

1. a presentation is publicly *speaking to an audience* ;
speaking to an audience 为现在分词短语, 用作表语。
2. in an objective way: 以客观的方式

3. the data *provided in your speech presentation* :
provided in your speech presentation 为过去分词短语, 修饰 the data.
4. to spread public awareness of various diseases: 唤起公众对疾病的警觉。
5. career development: 职业发展
6. serve the purpose: 起到这种作用; 达到目的



Exercises

I. Answer the following questions.

1. What is a presentation?
2. How many categories do presentations fall into?
3. What is the role of presentations?
4. Why are motivational presentations conducted in corporations?

II. Read the text carefully and decide whether the following sentences are true (T) or false (F).

- | | True | False |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. A presentation is publicly speaking to an audience and it is normally written. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. An informative speech is presented in an objective way to increase awareness and understanding of a particular subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Motivational speeches are hardly emotional and given in limited settings. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Corporations often hire motivational speakers to motivate employees to work harder or sell more. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Giving a well-prepared oral presentation will only benefit companies. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Choose the best answer from the four choices marked A, B, C, and D.

1. Nearly all types of speeches fall into _____ main categories.
A) two B) three C) four D) five
2. What does NOT a presentation include?
A) An introduction B) A body consisting of main focal points
C) A conclusion D) A comment made by the audiences
3. _____ presentation is given to influence the audience in such a way as to convince them to think or believe the way you think or believe.

4. _____ your accomplishments, as they are stepping stones to your dreams.
5. Our cooperation as partners should _____ mutual respect.
6. Medical opinion differs _____ how to treat the disease.
7. In order to solve the problem more quickly, my mother prompted me to _____.

VI. Match the words with their definitions.

- | | |
|-----------------|----------------------------------------------------------------------------|
| 1. substantiate | A. actual; existing in act or fact |
| 2. factual | B. to confirm or strength |
| 3. petition | C. the place designated as the end (as of a race or journey) |
| 4. destination | D. a formal message requesting something that is submitted to an authority |
| 5. incorporate | E. include or contain; have as a component |



VII. Change the form of the following words.

Example:

conclude (v.) → conclusion (n.)

1. meaning (n.) → _____ (adj.)
2. aware (adj.) → _____ (n.)
3. donation (n.) → _____ (v.)
4. stimulation (n.) → _____ (v.)
5. credible (adj.) → _____ (n.)

VIII. Discuss the following questions with your partner.

1. How much time do you spend each day in talking to other people?
2. Do you know the similarities and differences between public speaking and conversation?
3. Have you ever made a presentation? What was your experience?
4. Would you feel nervous when you are making a presentation? How would you deal with nervousness?
5. Can you list the methods and techniques used in the delivery of the presentation

you've attended?

K. Try to attend a presentation and write down some of your comments about this presentation.



1. Did you enjoy the presentation? Why or why not?
2. List some reasons why the presentation was held?

X. Explain, in your own words, the role of presentations.

It is necessary for us to understand ...
It is important for us to realize ...
launch a new product; provide information;
improve knowledge...

Unit Two

Elements Of A Presentation Process

