PRESENTING IN ENGLISH

how to give successful presentations

Mark Powell
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1. What makes a good presentation?

Without exception, all good presenters have one thing in common, enthusiasm, both for their subject and for the business of presenting it. Enthusiasm is infectious. Audiences can’t help but be affected by it. And the best public speakers always make what they say sound as if it really matters. They know that if it matters to them, it will matter to their audience.

Many things contribute to the success of a presentation — new and unusual content, a clear structure, a good sense of timing, imaginative use of visual aids, the ability to make people laugh ... and think. But above and beyond all of these is enthusiasm. What kind of language and what kind of techniques will best show your enthusiasm for your subject?

2. How is this book different?

Based on the latest research into business communications, *Presenting in English* analyzes what makes a speaker sound dynamic and enthusiastic. It identifies the key skills employed by all effective presenters. The basics of introducing your topic, structuring your talk and referring to visual aids are dealt with in Sections 1 and 2. The remainder of the book focuses on:

**Voice and Delivery**  As a presenter, the ability to pace your speech and use your voice to create impact is the single most important skill you need. You will be more effective if you are in control of your voice by your use of stress, pausing, intonation, volume, and silence.

**Content Language**  You can’t give a good presentation unless you have something to say. Being confident about your content is crucial. *Presenting in English* helps you to identify and organize all the key words and phrases you are likely to need and teaches you how to make simple visuals work for you.

**Rhetorical Technique**  Once you are in charge of both your voice and your content you can start to think about how best to present your subject. Sections 4 and 5 teach you the techniques successful speakers use automatically. Choose the techniques that suit you best and work on perfecting them.

**Question Handling**  Perhaps the most unpredictable part of a presentation is the question session. This may be after your talk or you may invite questions during it. Section 7 systematically teaches you how to field different types of question and deal effectively with the subjects your audience may raise.

3. Using this book

**In class**  If you are an inexperienced presenter, it is probably best to work through the course section by section, making sure you do all the presentations before you move on. Pay special attention to the basic skills in Sections 1 – 3.

If you give presentations in English regularly and want to improve your style, go through the contents list with your teacher first and decide which areas to concentrate on.

When you give short presentations in class, take the time to prepare your notes thoroughly with any visuals you might need. Don’t be afraid to read out some of the most important or complicated parts of your talk. As long as you read them well and keep good eye contact with your audience, this can be very effective.
At home If you are working alone, use the cassette as much as possible, as it will give you the vital listening input you need. Play it again at home or while driving.
If you can, get a friend or colleague to listen to you giving short presentations yourself. Try recording some of your talks and compare yourself with the speakers on the course cassette.
A lot of the presentation extracts in the course book contain phrases and expressions which you could use directly yourself. Sometimes whole sentences and paragraphs could be used with only small changes. Make a habit of noting these down for future use.
Try to study regularly if you can. Most of the units in Presenting in English are only one or two pages long. Try to cover three or four units a week. Even doing two units a week is better than doing nothing for months and then going into a panic the day before you have to give your presentation! Gradually build up your competence and confidence.

4. Using the cassettes

Many of the input tasks in Presenting in English consist of short presentation extracts which are recorded on cassette. Exercises which are on tape are marked like this. When you have completed an input task, listen to the cassette to check your answers before looking in the key at the back of the book. This provides you with useful listening practice and a model of good delivery as well as the correct answers.

5. How to become a good presenter

1. LEAVE NOTHING TO CHANCE
Check everything before you are due to speak – room, seating, visibility, acoustics and equipment.
2. KNOW EXACTLY HOW TO START
Plan the first minute of your presentation down to the last detail. Try to memorize your opening words. This will help you to sound confident and in control.
3. GET STRAIGHT TO THE POINT
Don’t waste time on long boring introductions. Try to make at least one powerful statement in the first two minutes.
4. TALK TO YOUR AUDIENCE
Many of the best presentations sound more like conversations. So, keep referring back to your audience, ask them questions, respond to their reactions.
5. KNOW WHAT WORKS
Certain things are always popular with an audience: personal experiences, stories with a message, dramatic comparisons, amazing facts they didn’t know. Use them to the full.
6. BE CONCISE
Keep your sentences short and simple. Use deliberate pauses to punctuate your speech.
7. SPEAK NATURALLY
Don’t be afraid to hesitate when you speak, but make sure you pause in the right places. Remember, you are not an actor trying to remember lines. A certain amount of hesitation is actually quite natural.
8. KNOW YOUR AUDIENCE
Speak for your audience, not yourself. Take every opportunity to show how much common ground you share with them. Address their goals, their needs, their concerns.
9. TREAT YOUR AUDIENCE AS EQUALS
Never talk down (or up) to your audience. Treat them as equals, no matter who they are.

10. BE YOURSELF
As far as possible, speak to five hundred people in much the same way you would speak to five. You will obviously need to project yourself more, but your personality shouldn't change.

11. TAKE YOUR TIME
Whenever you make a really important point, pause and let the full significance of what you have said sink in . . . before you move on.

12. DON'T MAKE A SPECIAL EFFORT TO BE FUNNY
If you make a joke, don't stop and wait for laughs. Keep going and let the laughter (if it comes) interrupt you.

13. LET YOUR VISUALS SPEAK FOR THEMSELVES
Good visuals are just that – visual. Don't put boring tables of figures and long lines of text on the overhead and read them out. Stick to the main points. Experiment with three-dimensional charts, cartoons, interesting typefaces – anything to catch your audience's attention.

14. NEVER COMPETE WITH YOUR VISUALS
When showing a visual, keep quiet and give people time to take it in. Then make brief comments only. Point to the relevant parts of the visual as you speak. If you want to say more, switch off your projector to do so.

15. DEVELOP YOUR OWN STYLE
Learn from other public speakers, but don't try to copy them. Be comfortable with your own abilities. Don't do anything that feels unnatural for you, just because it works for someone else.

16. ENJOY THE EXPERIENCE
The secret of being an excellent speaker is to enjoy the experience of speaking – try to enjoy the experience!

17. WELCOME QUESTIONS FROM YOUR AUDIENCE
When members of your audience ask you a question, it is usually because they have a genuine interest in what you are saying and want to know more. Treat questions as an opportunity to get your message across better.

18. FINISH STRONGLY
When you are ready to finish your presentation, slow down, and lower your voice. Look at the audience and deliver your final words slowly and clearly. Pause, let your words hang in the air a moment longer, smile, say Thank you and then sit down.
Getting Started

How to make an immediate impact on your audience

"Could you talk amongst yourselves . . . it looks as if I've left my notes in my hotel."
How you begin your presentation depends on how formal the situation is. Most audiences prefer a relatively informal approach.

**TASK 1**

Below you will find two alternative ways of introducing yourself and the subject of your presentation - one fairly formal, the other more friendly. At each stage choose the expression you would feel more comfortable using and highlight it.

**FAIRLY FORMAL**

Erm, perhaps we should begin.
Good morning, ladies and gentlemen.
On behalf of . . . , may I welcome you to . . .
My name's . . .
For those of you who don't know me already,
I'm responsible for . . .
This morning I'd like to . . .
To discuss . . .
Report on . . .
And present . . .
If you have any questions you'd like to ask,
I'll be happy to answer them.

**MORE FRIENDLY**

OK, let's get started.
Morning, everyone.
Thanks for coming.
I'm . . .
As you know, . . .
I'm in charge of . . .
What I want to do this morning is . . .
talk to you about . . .
tell you about . . .
and show you . . .
Feel free to ask any questions you like as we go along.
And don't worry, there'll be plenty of time left over for questions at the end.

How happy would you be taking questions a) during your presentation b) at the end?

**TASK 2**

Now put together an introduction of your own using some of the expressions you chose above. Remember how important it is to be totally confident about this part of your presentation.

Don't waste a lot of time at the beginning of your presentation introducing yourself, your company and the subject of your talk. Get on with it!
Stating Your Purpose 1

It is essential to state the purpose of your presentation near the beginning. To do this clearly and effectively, you need a few simple presentation verbs: take a look at, report on, give an overview of, etc.

**TASK**

Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given. Combining the sentences with the number 1 will give you a complete introduction. Then do the same with those numbered 2 etc. The cassette provides a good model for you. Use it to check your answers after you have done the exercise.

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning I'm going to be:

- showing
- talking
- taking
- reporting
- telling

1. .............. to you about the videophone project.
2. .............. you about the collapse of the housing market in the early 90s.
3. .............. you how to deal with late payers.
4. .............. a look at the recent boom in virtual reality software companies.
5. .............. on the results of the market study we carried out in Austria.

... so, I'll begin by:

- making
- outlining
- bringing
- giving
- filling

1. .............. you in on the background to the project.
2. .............. a few observations about the events leading up to that collapse.
3. .............. company policy on bad debt.
4. .............. you an overview of the history of VR.
5. .............. you up-to-date on the latest findings of the study.

... and then I'll go on to:

- put
- discuss
- make
- highlight
- talk

1. .............. what I see as the main advantages of the new system.
2. .............. the situation into some kind of perspective.
3. .............. you through our basic debt management procedure.
4. .............. detailed recommendations regarding our own R&D.
5. .............. in more depth the implications of the data in the files in front of you.

Highlight all the verb phrases above, eg. *talking to you about, making a few observations about*. Notice it is not the verb alone, but the whole phrase you need to learn.
PRESENTATION

Prepare to introduce and state the purpose of a presentation of your own by completing the notes below. Then present your introduction.

Perhaps we should begin. or OK, let's get started.
Good morning / afternoon / evening, everyone.

Thanks for coming. I'm And, as you know, I

This morning I'm going to be - talking to you about
- telling you
- showing you
- reporting on
- taking a look at

So, I'll start off by - filling you in on the background to
- bringing you up-to-date on
- giving you an overview of
- making a few observations about
- outlining

And then I'll go on to - highlight what I see as the main
- put the situation into some kind of perspective
- discuss in more depth the implications of
- talk you through
- make detailed recommendations regarding
TASK
Cross out the verbs which do not fit in the following presentation extracts. The first one has been done for you as an example.

1. First of all, I'd like to **preview** / **overview** / **outline** the main points of my talk.
2. Perhaps I should start off by **pointing** / **stressing** / **reminding** that this is just a preliminary report. Nothing has been finalized as yet.
3. But later on I will, in fact, be **putting forward** / **putting out** / **putting over** several detailed proposals.
4. One thing I'll be **dealing with** / **referring** / **regarding** is the issue of a minimum wage.
5. And I'll also be **asking** / **raising** / **putting** the question of privatization.
6. So, what we're really **driving at** / **aiming at** / **looking at** are likely developments in the structure of the company over the next five to ten years.
7. If we could just **draw** / **focus** / **attract** our attention on the short-term objectives to begin with.
8. The eighteen-month plan, which by now you should've all had time to look at, **outlines** / **reviews** / **sets out** in detail our main recommendations.
9. Basically, what we're **suggesting** / **asking** / **reviewing** is a complete reorganization of staff and plant.
10. I'd now like to **turn** / **draw** / **focus** my attention to some of the difficulties we're likely to face.
11. I'm sure there's no need to **draw out** / **spell out** / **think out** what the main problem is going to be.
12. But we do need to seriously **ask** / **answer** / **address** the question of how we are going to overcome it.
13. The basic message I'm trying to **get through** / **get across** / **get to** here is simple. We can't rely on government support for much longer.
14. Disappointing end-of-year figures **underline** / **undermine** / **underestimate** the seriousness of the situation.
15. And the main conclusion we've **thought** / **got to** / **come to** is that massive corporate restructuring will be necessary before any privatization can go through.
Effective Openings

Communications experts are all agreed that the first three minutes of a presentation are the most important. They talk about 'hooks'—simple techniques for getting the immediate attention of the audience. A good start makes you feel more confident. Here's how the experts suggest you 'hook' your audience:

1. Give them a problem to think about.
2. Give them some amazing facts.
3. Give them a story or personal anecdote.

**Task**

Look at the presentation openings below and divide them under three headings:

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>AMAZING FACTS</th>
<th>STORIES</th>
</tr>
</thead>
</table>

What do you think each presentation was about?

1. Did you know that Japanese companies spend four times more on entertaining clients in a year than the entire GDP of Bulgaria? 40 billion dollars, to be precise. You know, that's twice Colombia's total foreign debt. You could buy General Motors for the same money.

2. Suppose your advertising budget was cut by 99% tomorrow. How would you go about promoting your product?

3. According to the latest study, by 2050 only one in every four people in Western Europe will be going to work. And two will be old age pensioners.

4. You know, R&D is 90% luck. When I think about creativity, I’m reminded of the man who invented the microwave oven. He spent years messing around with radar transmitters, then noticed the chocolate in his pocket was starting to melt!

5. Statistics show that in the last ten years more people have legally emigrated to the United States than to the rest of the world put together—all half a million of them a year, in fact. Now, over ten years, that’s roughly equivalent to the population of Greece.

6. Have you ever wondered why it is that Americans are easier to sell to than Europeans? And why nine out of ten sales gurus are American? You have? Well, if I could show you what stops Europeans buying, would you be interested?
7. I read somewhere the other day that the world's highest paid executive works for Disney and gets $230 million a year. Now that's about $2000 a minute! That means he's currently making more money than Volkswagen.

8. How many people here this morning hate going to meetings? Just about everybody, right? Well, imagine a company where there were never any meetings and everything ran smoothly. Do you think that's possible?

9. Have you ever been in the situation where you've had to negotiate with the Japanese? I remember when I was working in Nagoya and everybody had told me the Japanese don't like saying no. So in meetings I just kept saying yeah to everything. And they hated it. It turned out yeah sounds like no in Japanese!

PRESENTATION

Use the frames below to help you prepare effective openings, using the problem, amazing facts, or story technique. Whatever technique you choose, prepare your opening carefully. You should always know exactly how you are going to start.

PROBLEM TECHNIQUE

1. Suppose ......................................................
   How would you ......................................................

2. Have you ever wondered why it is that ...........................................
   ? You have?
   Well, if I could show you ...........................................
   would you be interested?

3. How many people here this morning / afternoon / evening
   ......................................................
   ?
   Well, imagine ......................................................
   Do you think that's possible?

AMAZING FACTS TECHNIQUE

1. Did you know that ......................................................

2. According to the latest study, ......................................................

3. Statistics show that ......................................................

4. I read somewhere the other day that ......................................................

STORY / ANECDOTE TECHNIQUE

1. You know, ......................................................
   When I think about ......................................................
   I'm reminded of ......................................................

2. Have you ever been in the situation where ...........................................
   ?
   I remember when ......................................................
   It turned out ......................................................
Signposting

In a good presentation, what you say — the content — is much more important than anything else. But a clear structure helps. When you move on to your next point or change direction, tell the audience.

You can do this easily and effectively, using simple phrases as 'signposts' to guide the audience through your presentation:

<table>
<thead>
<tr>
<th>To move on</th>
<th>To go back</th>
<th>To summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expand on</td>
<td>To recap</td>
<td>To turn to</td>
</tr>
<tr>
<td>To digress</td>
<td>To conclude</td>
<td>To elaborate on</td>
</tr>
</tbody>
</table>

**TASK 1**

Choose one of the 'signpost' expressions from the box above for the following situations:

1. When you want to make your next point.          To ........................................
2. When you want to change direction.               To ........................................
3. When you want to refer to an earlier point.      To ........................................
4. When you want to repeat the main points.         To ........................................
5. When you want to give a wider perspective.       To ........................................
6. When you want to do a deeper analysis.           To ........................................
7. When you just want to give the basics.           To ........................................
8. When you want to depart from your plan.          To ........................................
9. When you want to finish your talk.               To ........................................

**cass TASK 2**

These nine basic signposts are all you need, but you have to remember them automatically. Listen to your cassette or your teacher. When you hear an instruction, for example, make your next point, write the correct phrase:

1. ........................................
2. ........................................
3. ........................................
4. ........................................
5. ........................................
6. ........................................
7. ........................................
8. ........................................
9. ........................................

16
TASK 3

Once you know the nine basic signposts, you can build them into the points you make to give direction and coherence to your presentation.

Complete the following signpost phrases and sentences using the notes to help you. Say them first. Then write them down. The first one has been done for you as an example.

1. Moving on / question / the US market,
   Moving on to the question of the US market,

2. Expand / the figures / last year,

3. I'd like / recap / the main points.

4. Let's go back / question / clinical research methods.

5. Digress / a moment, let's consider / alternatives.

6. Going back / a moment / the situation last year,

7. Let's turn now / our targets / the next five years.


9. Go back / the main reason / our collaboration / the Germans,

10. I'd like / expand / that / little, before we move on.

11. Let's go back / a moment / what we were discussing earlier.

12. Let me expand / some / the main points / our proposal.

13. Elaborate / that / little / those of you / aren't familiar / Russian business practices,

14. If I could just move on / some / the problems we face / Central / Latin America,

15. I'd like / conclude / I may / repeating what I said / the beginning / this presentation.

Present the signpost sentences above until you feel comfortable saying them.
Survival Tactics

Giving a presentation in a foreign language is a challenge. Concentrate too hard on the facts and you make language mistakes. Concentrate too hard on your English and you get your facts wrong.

TASK 1

If you have problems during your presentation, don't panic. Pause. Sort out the problem and continue. Here are the eight most common problems people face. Match what you think with what you say:

WHAT YOU THINK                                      WHAT YOU SAY
1. I've got my facts wrong!                           a. So, let's just recap on that.
2. Too fast! Go back.                                 b. So, basically, what I'm saying is this...
3. I've forgotten to say something!                   c. Sorry, what I meant is this...
4. Too complicated! Make it simple.                  d. Sorry, I should just mention one thing.
5. I'm talking nonsense.                              e. So, just to give you the main points here...
6. How do you say this in English?                   f. Sorry, let me rephrase that.
7. Wrong! Try again.                                  g. Sorry, what's the word / expression?
8. I'm running out of time!                           h. Sorry, perhaps I didn't make that quite clear.

Notice how some of the words are stressed in each phrase. Repeat the phrases until you feel comfortable saying them.

TASK 2

Knowing how to get out of difficulty in a presentation is essential. If you learn these expressions by heart, you will be able to do it automatically and, therefore, confidently. Listen to the following problems and use the correct survival phrase.

1. Facts wrong! > Sorry, what .... meant .... this.
2. Too fast! > So, let's .... recap .... that.
3. Forgotten something! > Sorry, .... should .... mention .... thing.
4. Too complicated! > So, basically, .... saying .... this.
5. Talking nonsense! > Sorry, perhaps .... didn't make .... clear.
6. Don't know the English! > Sorry, .... word .... looking for?
7. Sounds wrong! > Sorry, let .... rephrase ....
8. No time! > So, just .... give .... main .... here.

Repeat this activity several times until you can do it automatically.
Exploiting Visuals

How to use visual aids to maximum effect

"I hope you can read this from the back."
Introducing Visuals

Visuals are important in any professional presentation. But when you give a presentation in a foreign language, they are even more important. Visual information is highly memorable and reduces the amount of talking you have to do. Good visuals speak for you.

TASK 1
Divide the visuals below into three groups:
1. GRAPHS
2. CHARTS
3. DIAGRAMS

What sort of visuals do you regularly use in your job?

You don't need to know all the names of the different types of visual in order to present them. Simply say:

Have a look at this. or Take a look at this.

As you can see, here... and here...

American English prefers take a look, take a shower, take a break.

British English prefers have a look, have a shower, have a break.
TASK 2

Effective presenters introduce and highlight visual information briefly and clearly. Remember to keep everything simple. Write out the following sentence fragments in the correct order to make complete presentation extracts. The cassette provides a good model for you. Use it to check your answers after you have done the exercise.

EXTRACT 1
see, it's a fairly typical growth
Have a look at
stages of its development. The vertical axis
and the horizontal
this graph. As you can
shows turnover in millions of dollars
curve for a young company in the early
axis represents the years 1990 to 1996

EXTRACT 2
productivity of our European
levels in the Netherlands, shown
looking at very clearly
plants, and gives you some
The graph we're
here, exceed the rest
idea of how far production
demonstrates the comparative

EXTRACT 3
products. Let's take a closer
which shows the current
growth sector
I'd like you
position of six of our leading
movement in the high
to look at this chart,
look for a moment at product

Now underline the most useful expressions used to introduce visuals and highlight key points.
Commenting on Visuals

Visuals help you to give a lot of information in a short space of time. They are really 'quick snapshots' of situations, developments, events and processes which would take a long time to explain fully in words.

Good visuals speak for themselves and require little or no description, but you often need to draw your audience's attention to one or more key points before you discuss them in more detail:

1. **Highlights**  Which parts of the visual are most significant?
2. **Comments**  Why?
3. **Interpretations**  What conclusions can you draw?

**TASK 1**

These expressions highlight important information in a visual. Complete them using the following words:

<table>
<thead>
<tr>
<th>on</th>
<th>to</th>
<th>at</th>
<th>out</th>
<th>about</th>
</tr>
</thead>
</table>

us to look  
us to focus our attention
I'd like you to think

to point
to draw your attention

1. ..... this part of the graph in more detail.
2. ..... one particularly important feature.
3. ..... the significance of this figure here.
4. ..... one or two interesting details.
5. ..... the upper half of the chart.

**TASK 2**

These expressions comment on important information in a visual. Complete them using the following words:

If  As  Whatever  Whichever  However

1. ........... you can see, there are several surprising developments.
2. ........... you look at it more closely, you'll notice a couple of apparent anomalies.
3. ........... you try to explain it, this is very bad news.
4. ........... the reasons for this, the underlying trend is obvious.
5. ........... way you look at it, these are some of our best results ever.
TASK 3
These expressions interpret important information in a visual. Complete them using the following words:

<table>
<thead>
<tr>
<th>lesson</th>
<th>message</th>
<th>significance</th>
<th>conclusions</th>
<th>implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>to be drawn from this are</td>
<td></td>
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<tr>
<td>2.</td>
<td>to be learned from this is</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I'm sure the</td>
<td>3.</td>
<td>of this are</td>
<td>clear to all of us.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>of this is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>here is</td>
<td></td>
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<td></td>
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</tbody>
</table>

Now highlight all the useful expressions, eg. I'd like us to look at, I'd like us to focus our attention on etc.

TASK 4
In the box below prepare a visual which is relevant to your work, company or interests. Present it several times, using the suggested expressions to help you.

Introduction and Explanation
Take a look at this / Let's have a look at this / I'd like you to look at this.
Here we can see . . . . .
The . . . . represents . . . . . And the . . . . represents . . . . .

Highlights and Comments
I'd like us to look at . . . . . in more detail. As you can see, . . . . .
I'd also like to draw your attention to . . . . .
If you look at it more closely, you'll notice . . . . .

Interpretations
I'm sure the implications of this / the conclusions to be drawn from this are clear to all of us.
Change and Development 1

In many professional presentations you need to talk about changes and developments. Usually a visual will explain these for you. But if you do not have a visual to illustrate a particular point, you need the specialized language of change and development.

**TASK 1**

Here are the most important verbs used to talk about change and development. Complete them by adding the vowels a, e, i, o and u.

1. _n_c_r_s_  
2. r_s_  
3. d_c_r_s_  
4. f_ll  
5. s_h_t_p  
6. t_k_ff  
7. p_l-ng_  
8. s_l_mp

9. f_l_c_t_t_  
10. r_c_v_r  
11. p_ck_p  
12. s_t_b_l_z_  
13. l_v_l_ff  
14. r_m_n_s_t_d_y

15. _p_k_  
16. h_t_l_w  
17. b_t_t_m_t_  
18. g_r_w  
19. _x_p_n_d  
20. s_h_r_n_k  
21. d_c_l_n_/n_

**TASK 2**

Now answer the following questions:

1. Which of these verbs are irregular (eg. rise – rose – risen)?
2. Which can be both a verb and a noun (eg. to rise – a rise)?
3. Which can be changed into a noun (eg. fluctuate – fluctuation)?
Sometimes it is not enough to talk about increases and decreases. You may also want to draw your audience’s attention to the scale and speed of the change and comment on its significance.

**TASK 1**

Write the following adjectives in the correct space on the diagram below according to what kind of change they describe:

<table>
<thead>
<tr>
<th>a(n)</th>
<th>substantial</th>
<th>rapid</th>
<th>encouraging</th>
<th>slight</th>
<th>spectacular</th>
<th>enormous</th>
<th>increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>disastrous</td>
<td>moderate</td>
<td>disappointing</td>
<td>steady</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BIG
1.
2.
3.
4.

SLOW
5.
6.

GOOD
7.
8.
9.
10.

SMALL

Which of the words above mean more or less the same as the following:

a. massive
b. gradual
c. significant
d. tremendous

**TASK 2**

Cross out the word which does not fit in the following sentences:

1. Demand increased slightly / steadily / tremendously / disappointingly.
2. Interest rates rose sharply / considerably / keenly / marginally.
3. Profitability slumped moderately / disastrously / suddenly / rapidly.
4. The price of oil fluctuated enormously / wildly / gradually / dramatically.

Now re-write the sentences above using a noun instead of a verb:

1. There was a(n)
2. There was a(n)
3. There was a(n)
4. There was a(n)
TASK 1

Below you will find an extract from a presentation comparing stock market performance in four European countries. Complete it using the words given in the lists.

PART 1

around at downs so upward of

First, let's have a look at this graph, which shows us the ups and 1) . . . . . . . . . . . in the 'footsie' over the last three months. As you can see, the overall trend is (2) . . . . . . with the index finishing up (3) . . . . . . . . (4) . . . . . . . 3,200 in mid-May. This trend, however, can't hide the fact that there was a fall (5) . . . . . . . some eighty points or (6) . . . . . . . between the middle of February and the beginning of March. We'll be looking at the reasons for this unexpected dip in a moment.

PART 2

at about of over to from

In Paris it's been the same story, with the CAC falling (1) . . . . . . . . just (2) . . . . . . . . 1850 in mid-February (3) . . . . . . . . (4) . . . . . . . . 1720 three weeks later. Again, though, overall performance has been good, the CAC putting on roughly 120 points over the three-month period, peaking (5) . . . . . . . . just short (6) . . . . . . . . . . . . . . . . . 2020, give or take a point.
PART 3

down between over of by downward

As you can see, the picture in Milan is rather different. The early trend was decidedly (1) ........ In fact, the MIBTel had already fallen (2) ........ in excess (3) ........ 1400 points by mid-March.

It then fluctuated (4) ........ 9700 and 9300 for the best part of a month, before partially recovering to end up well (5) ........ a hundred points (6) ........ on the figure for mid-February.

PART 4

for in below near down up

If anything, the DAX has fared rather worse. In mid-February it was well (1) ........ at getting on (2) ........ 2200 and looking strong. But by the end of March it was way (3) ........ the 1950 threshold and nowhere (4) ........ where our forecasts had put it. And it's still well (5) ........ at somewhere (6) ........ the region of 2080.

TASK 2

Now try to remember some of the phrases from the presentation which could be of use to you:

1. ........ and downs 2. a rise of ........ ten points 3. give or ........ a point 4. just ........ of 2000 5. the ........ part of a week 6. the overall ........ 7. an unexpected ........ 8. in the ........ of 1080 9. a couple of weeks ........ 10. getting ........ for 1800

Source of graphs: The European
PRESENTATION
Complete the visuals below with information relevant to your work, company or interests. Make a few notes on each before you present them. You don't need to describe the visuals in detail. Give approximate figures and point out the overall trends and developments.

notes

useful words and expressions

just over
about / around
in the region of
just under
approximately
getting on for
well over
roughly
just short of
well under
more or less
nowhere near
Cause, Effect and Purpose

As a presenter, your job is not just to present facts, but also to explain the reasons behind the facts and their likely causes and effects. English has a lot of expressions which are used to link cause, effect and purpose, but these are mostly used in written reports. The language used in presentations is often much simpler. Compare the following:

<table>
<thead>
<tr>
<th>REPORT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQM was introduced in order to increase efficiency.</td>
<td>We introduced TQM to increase efficiency.</td>
</tr>
<tr>
<td>The introduction of TQM led to a 20% increase in efficiency.</td>
<td>We introduced TQM and efficiency increased by 20%.</td>
</tr>
<tr>
<td>The 20% increase in efficiency was a result of the introduction of TQM.</td>
<td>Efficiency increased by 20% because we introduced TQM.</td>
</tr>
</tbody>
</table>

Notice also how noun phrases (the introduction of TQM, a 20% increase in efficiency) are more common in reports, and verb phrases (we introduced TQM, efficiency increased by 20%) are more common in speech.

TASK 1

Look at the following extracts from a report. Change them into what you might say in a presentation, using and, because and to. Remember to change noun phrases into verb phrases where possible. The first words are given:

1. TV coverage of the launch led to a significant increase in customer response rate.
   The launch .................................................................

2. There has been a dramatic fall in operating costs as a result of last year’s efforts.
   Operating costs ............................................................

3. Product modifications may be needed in order to remain internationally competitive.
   We .................................................................

4. Market entry was successful due to our competitive pricing strategy.
   We .................................................................

5. Investment was increased so as to take advantage of the upturn in the economy.
   We .................................................................

6. The slowdown in growth was caused by a loss of corporate confidence.
   Growth .................................................................
TASK 2
Sort the following expressions:

| thanks to | brought about | gave rise to | can be traced back to |
| accounts for | owing to | resulted in | is attributable to |

<table>
<thead>
<tr>
<th>CAUSE (because....)</th>
<th>EFFECT (and....)</th>
</tr>
</thead>
</table>

PRESENTATION
Present the graph below. Don't worry about quoting precise dates and figures, but pay particular attention to the language of cause, effect and purpose. Remember, and, because and to are usually the only words you will need. The graph has labels to help you.
Using Your Voice

How to speak in public to create the effect you want, using techniques for highlighting, pausing and stressing

"Perhaps I'd better go over that again . . . . . in more detail."
Articulation 1

Make sure you know how to say any long or technical words you may need.
In English some parts of a word sound weak, some strong and some very strong.

eg. presenTAtion  ecoNOmical  productIvity  techNOlogy

It is particularly important to know which part of the word has the strongest stress. Bad stress is more likely to make you difficult to understand than bad pronunciation.

---

**TASK 1**

Highlight the part of each word which has the strongest stress. The first one has been done for you as an example.

1. presentation  2. collaboration  3. negotiation  4. recommendation
5. decision  6. expansion  7. supervision  8. technician
9. politician  10. optional  11. provisional  12. unconditional

Check the answers in the key. Where does the stress come in words ending in -ion(al), and -ian? Can you think of any similar words?

The cassette provides a good model for you. Use it to check your answers after you have done the exercise.

---

**TASK 2**

Do the same with these:

1. strategic  2. dynamic  3. systematic  4. problematic
5. bureaucratic  6. typical  7. analytical  8. economical

Check in the key. Where does the stress come in words ending in -ic(al)? Can you think of any similar words?

---

**TASK 3**

Do the same with these:

1. efficient  2. deficient  3. sufficient  4. proficient
5. experience  6. inconvenience  7. efficiency  8. deficiency

Check in the key. Where does the stress come in words ending in -ient, -ience and -ency? Can you think of any similar words?
TASK 4

Do the same with these:

1. essential 2. potential 3. beneficial 4. commercial
5. gradual 6. individual 7. actual 8. eventual

Check in the key. Where does the stress come in words ending in -ial and -ual? Can you think of any similar words?

TASK 5

1. flexible 2. incredible 3. impossible 4. probability
5. responsibility 6. productivity 7. modify 8. diversify

Check in the key. Where does the stress come in words ending in -ible, -ity and -ify? Can you think of any similar words?

TASK 6

1. obvious 2. ambitious 3. industrious 4. spontaneous
5. simultaneous 6. instantaneous 7. ambiguous 8. superfluous

Check in the key. Where does the stress come in words ending in -ious, -eous and -ous? Can you think of any similar words?

9. trainee 10. employee 11. guarantee 12. interviewee

Check in the key. Where does the stress come in words ending in -ee? Can you think of any similar words?

Notice that in long words the third to last syllable is frequently stressed:

- technology
- simultaneous

Notice that negative prefixes (un-, in-, im- etc) do not change the way a word is stressed.

TASK 7

Keep a record below of 10 longer words you use a lot in your work or field of interest.
Mark the stress in each word and make sure you know exactly how to say it.
Articulation 2

Many of the business words you already know will combine to form useful phrases or word partnerships:

- Market share
- Sales forecast
- Bank charges
- Product manager
- Do business
- Cut prices
- Recruit staff
- Raise productivity

Learning lots of word partnerships, instead of just words, reduces the amount of thinking you have to do in a presentation. It also helps you to sound more fluent and businesslike. But it is important to know which word in a word partnership is stressed.

**TASK 1**

Underline the stressed word in each of these partnerships. They are all noun-noun partnerships. The first one has been done for you as an example.

1. cost control
2. sales volume
3. production team
4. price war
5. parent company
6. board meeting
7. profit margin
8. trade barriers
9. marketing mix
10. consumer spending
11. market share
12. market forces

Check the answers in the key. Which word is usually stressed in noun-noun partnerships? Three of the word partnerships above are different. Which ones?

Now do the same with these verb-noun partnerships:

13. fix prices
14. process orders
15. promote sales
16. reduce costs
17. train staff
18. fund research
19. agree terms
20. offset costs
21. market products
22. give discounts
23. quote figures
24. talk money

Check in the key. Which word is usually stressed in verb-noun partnerships?

Do the same with these adjective-noun partnerships:

25. net profit
26. corporate client
27. multinational company
28. fixed assets
29. technological lead
30. economic outlook
31. annual report
32. managerial skills
33. free trade
34. low profitability
35. scientific research
36. cultural awareness

Check in the key. Which word is usually stressed in adjective-noun partnerships?

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**TASK 2**

Now do the same with these noun-and-noun partnerships:

1. research and development  
2. stocks and shares  
3. time and motion  
4. training and development  
5. aims and objectives  
6. trial and error  
7. pros and cons  
8. ups and downs  
9. ins and outs

Check in the key. Which word is usually stressed in noun-and-noun partnerships?

**TASK 3**

Now underline the letter which is stressed in the following:

1. USA  
2. UN  
3. EU  
4. CIA  
5. FBI  
6. IBM  
7. IMF  
8. CNN  
9. BBC  
10. UAE  
11. GDP  
12. R&D

Check in the key. Which letter is usually stressed in the examples above? Do you know what they mean? Which ones are used in your country?

**TASK 4**

Now try these longer word partnerships. Underline the stressed words.

1. increase profit margins  
2. employ temporary staff  
3. enter foreign markets  
4. create new opportunities  
5. annual sales figures  
6. competitive performance record  
7. stock market report  
8. high-technology industry  
9. long-term goals  
10. far-reaching consequences

Which of the word partnerships above are useful to you?
Write their equivalents in your own language.

<table>
<thead>
<tr>
<th>English</th>
<th>Translation</th>
</tr>
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<tbody>
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</table>

35
**Chunking 1**

To give an effective presentation in English you must learn to think and speak not in individual words, but in complete phrases. This means pausing in the right places:

**INTERESTING**

**ANYONE** can become a successful **manager**.
But, of course, the **unprepared,**
the **untrained,**
and those given too much **responsibility**
before they’re **ready**
will **FAIL**.
That’s what this morning’s **presentation**
is all **about**.

The ability to present information in **comprehensible chunks** is by far the most important presentation skill you need.

**DULL**

Anyone can become a successful manager. But, of course, the unprepared, the untrained, and those given too much responsibility before they’re ready will fail. That’s what this morning’s presentation is all about.

---

**TASK 1**

Look at the following presentation extract:

There’s one area of business where the best will always find a job. And it’s so vital to the economy that its future is almost guaranteed. The true professional in this field has nothing to fear from technology or the changing marketplace. In fact, they can virtually name their own salary as they provide an essential service, without which most companies would simply go out of business. I’m talking, of course, about selling.

1. Read the extract aloud. If you can, record yourself.
2. Play back your recording. How does it sound? What problems did you have?
3. Now listen to the model extract on your cassette and mark the pauses (/).
4. Listen again and highlight the stressed words.
5. Now try reading the extract and record yourself again. Compare recordings. Notice how the stressed words tend to be nouns and verbs – the content words. Notice also how it is generally better to pause after stressed, not unstressed, words.

---

**TASK 2**

Do the same with the following extract:

If the free market is so efficient, why, in terms of its environmental consequences, is the global economy so inefficient? The answer is simple. Marketers are brilliant at setting prices, but quite incapable of taking costs into account. Today we have a free market that does irreparable damage to the environment because it does not reflect the true costs of products and services. The proposals I will be outlining this afternoon all concern, in one way or another, this fundamental flaw in the free market system.
Pausing in the wrong place in a presentation sounds like hesitation. But pausing for effect in the right place is a powerful technique.

Obviously, there are places where you can't pause without destroying the meaning of what you are saying. But how frequently you pause is a matter of choice.

**TASK 1**

The following extract is presented in two different ways. Read it aloud. Remember to:

1. pause briefly at the end of each chunk
2. stress the words in bold (usually with an extra strong stress at the end of each chunk)
3. put no stress on unimportant words like to, at, of, a and the

1. **I'd like you to look at these FIGURES, which clearly indicate the strategic importance of SOUTH KOREA in our attempt to gain a foothold in South-East ASIA.**

2. **I'd LIKE you to look at these FIGURES, which clearly INDICATE the strategic IMPORTANCE of SOUTH KOREA in our attempt to gain a FOOTHOLD in South-East ASIA.**

Which extract sounds more fluent? Which sounds more emphatic? Which do you prefer?

**TASK 2**

Break the following presentation extract first into small chunks, then into larger ones. Read each version aloud. Which version do you think sounds better?

*A company is, in many ways, a political organism. But, as far as I'm concerned, there's no place for political agendas in any company I'm running. So to prevent political and territorial battles breaking out, I have two 'golden rules'. First, I make sure that departments interfere as little as possible in each other's business. And, second, I keep everyone fully informed of developments in all departments. There are no secrets. Once you have secrets in an organization, you start getting into company politics.*

Try mixing large and small chunks. Try pausing after single words like but, so and first.
Chunking 3

Pausing in the wrong place can change the meaning or make you sound unclear. Be especially careful when you use **who** and **which**. For example:

**Half of the people who received a personalized sales letter bought the product.**

This means that not everyone got a personalized letter, but half of those who did bought the product. Now read the sentence but with different pauses:

**Half of the people who received a personalized sales letter bought the product.**

Now it means that half of the people got a personalized letter, and they all bought the product. Totally different.

**TASK 1**

Look at the following presentation extracts. Each contains a statement which can have two completely different meanings, depending on how you say it. The meanings are explained after each one. Chunk each statement according to what it means. The first one has been done for you as an example.

1a. We attended the conference on trade tariffs in Japan.
   The conference was in Japan.

1b. We attended the conference on **trade tariffs** in Japan.
   The conference was about Japanese trade tariffs.

2a. Those who sold their shares immediately made a profit.
   But those who didn’t sell immediately, didn’t make a profit.

2b. Those who sold their shares **immediately** made a profit.
   All those who sold their shares **made an immediate profit**.

3a. The Germans who backed the proposal are pleased with the results.
   The Germans backed the proposal and are pleased with the results.

3b. The Germans who backed the proposal **are pleased** with the results.
   But the Germans who didn’t back it, aren’t.

4a. It’s time to withdraw the economy models which aren’t selling.
   All the economy models should be withdrawn because they aren’t selling.

4b. It’s time to withdraw the economy models which **aren't selling**.
   So that we can concentrate on the economy models which **are selling**.

**TASK 2**

Now say these for fun, and get used to chunking and stressing in different ways for different effects.

Half the world doesn’t know how the other half lives.
Half the world doesn’t know how the other half lives.
Ignore everything I’m telling you.
Ignore everything I’m telling you.
What is this thing called love?
What is this thing called love?
What

38
As a rule, when you give a presentation in English the stress tends to come at the end of each chunk. But by deliberately placing the main stress at the beginning or in the middle of a chunk you can subtly change the meaning of what you say. Look at the following examples:

The BRITISH will never agree to that.
The British will NEVER agree to that.
The British will never AGREE to that.
The British will never agree to THAT.

Try reading out each example with different stress.

**TASK**

In each extract below underline the main stress in the first sentence. The first one has been done for you as an example.

1a. The **British** will never agree to that. But the Germans just might.  
1b. The British will **never** agree to that. Not in a million years.

2a. Sales are up on last year. But profits have hardly moved at all.  
2b. Sales are up on last year. But then that was a particularly bad year.

3a. We may not get the whole contract. But we'll get a good part of it.  
3b. We may not get the whole contract. But someone will.

4a. The market may be growing. But our market share certainly isn't.  
4b. The market may be growing. But, then again, it might just be a seasonal fluctuation.

5a. I think we're making progress. But some of you may not agree with me.  
5b. I think we're making progress. But it's very difficult to say at this stage.

6a. We haven't seen a massive improvement yet. But 2% is quite encouraging.  
6b. We haven't seen a massive improvement yet. But we soon will.

7a. Our products sell in Sweden. But they don't sell in Denmark.  
7b. Our products sell in Sweden. But they don't sell enough.

8a. It's hard to break into Korea. But not impossible.  
8b. It's hard to break into Korea. But harder still to break into Japan.

9a. There are three points I'd like to make. And all three concern senior management.  
9b. There are three points I'd like to make. And then I'll hand you over to David.
Pacing

One simple way of keeping an audience's interest is to vary your speed of speaking. Compare the following:

Bad management costs jobs.

Bad management costs jobs.

This is probably the single most important thing I've said.

This is probably the single most important thing I've said.

In general, you should slow down to make your most important points. This gives your message time to sink in.

**TASK 1**

Listen to your cassette. Which of the following chunked statements don't work? They are all famous business quotes. In the first one it is c which is wrong.

1. a. The person who never made a mistake never made anything.
   b. The person who never made a mistake never made anything.
   c. The person who never made a mistake never made anything.

2. a. Management problems always turn out to be people problems.
   b. Management problems always turn out to be people problems.
   c. Management problems always turn out to be people problems.

3. a. Big companies are small companies that succeeded.
   b. Big companies are small companies that succeeded.
   c. Big companies are small companies that succeeded.

4. a. Hard work never killed anybody, but worrying about it did.
   b. Hard work never killed anybody, but worrying about it did.
   c. Hard work never killed anybody, but worrying about it did.

5. a. Ideas are like children. Your own are wonderful.
   b. Ideas are like children. Your own are wonderful.
   c. Ideas are like children. Your own are wonderful.

6. a. The best advertisement is a good product.
   b. The best advertisement is a good product.
   c. The best advertisement is a good product.

**TASK 2**

Now present the following. Experiment with changing the pace.

1. This has never ever happened before.
2. We keep getting the same result – time after time after time.
3. Believe me, we will win the business – it's only a matter of time.
4. If we'd known then what we know now, we'd never have gone ahead.
5. We were number one then. We're number one now. And we always will be.
Once you have mastered the basic technique of pausing and stressing in the right places, you can start to give real expressive power to your presentation by making full use of the rise and fall of your voice.

**TASK 1**

Listen to the following presentation extract. Notice how the speaker keeps their voice up or level in the middle of statements, and lets it drop at the end:

As a business evolves
it goes through four basic stages.
And at every stage of the business life cycle
your company's financial needs are going to change.

So, what are those four stages?

Well, obviously, when your business is new
what you need most of all
is investment capital
and a detailed business plan.

But once your business is established and growing
and you've got a solid customer base,
then it's time to look into investment
and the proper use of your resources.

Companies that fail to grow
simply decline.
So as your business expands,
you're almost certainly going to need additional financing.

And finally,
by the time the business is mature,
you will want to get an accurate valuation
so that, should you want to,
you can sell off the company at a decent profit.

**TASK 2**

Present the above extract until you are happy with the way you sound. Compare your version with the one on the cassette.

Notice how a dramatic rise in your voice creates anticipation and suspense, but a sharp fall gives weight and finality to what you have just said. Keeping your voice up tells the audience you are in the middle of saying something and mustn't be interrupted. Letting your voice drop lets them know you've completed what you wanted to say.
Intonation 2

A good presentation involves more than just giving information. It also involves interpreting that information, showing your listeners exactly what it means, giving it significance. Your intonation—the rise and fall of your voice—tells your audience exactly what you are thinking. Good intonation lets them see your attitude and your enthusiasm for your subject. Monotonous speakers bore an audience. So, a golden rule when you give a presentation is to vary the tone of your voice.

**TASK 1**

Below are some well-known sayings. Present them, paying particular attention to pausing, stress and the rise and fall of your voice. Remember that in a presentation it is better to vary your voice too much rather than too little.

1. Luck is what happens when preparation meets opportunity.
2. The easier it is to do, the harder it is to change.
3. Teamwork is twice the results for half the effort.
4. Don't let what you can't do interfere with what you can.
5. Humor is always the shortest distance between two people.
6. Anyone can make a mistake, but to really mess things up requires a computer.
7. People always have two reasons for doing things: a good reason and the real reason.
8. People who think they know it all are a pain in the neck to those of us who really do.
9. An expert is someone who knows more and more about less and less until he knows everything about nothing.
10. The human brain starts working the moment you are born and doesn't stop until you stand up to speak in public.

Do you have similar sayings in your own language? (NB No 5 is an American quotation.)

**TASK 2**

Intonation is a good indicator of how you feel about what you are saying. Look at the following contrasts. Notice how your voice tends to rise when you make a positive point and fall when you make a negative one.

1. We're doing well in Europe, but not in the Middle East.
2. Turnover is down, but productivity is up. And for the second year running.
3. In Mexico we're number one, in Argentina we're number one, in Chile we're number one, but in Brazil we're nowhere.
The ability to chunk your speech in a presentation may seem complicated at first, but it will quickly become quite natural. With practice, you will be amazed at how much clearer and more fluent you sound. A good way of getting into the habit of chunking is to write out parts of your presentation as you would present them and then read them aloud.

TASK
Copy the following presentation extract onto a PC. Note that this extract is recorded. Use the recording only when you reach unit 3.12.

The world's most popular drink is water. You probably knew that already. After all, it's a basic requirement of life on earth. But did you know that the world's second most popular drink is Coke? And that the human race drinks six hundred million Cokes a day? Now, let's just put that into some kind of perspective. It means that every week of every year people drink enough Coke to fill the World Trade Center. In fact, if all the Coca-Cola ever consumed was poured over Niagara Falls instead of water it would take nearly two days to run dry. There's almost nowhere on the planet, from Miami to Malawi, where the word Coke isn't instantly recognized. The brand name alone is worth thirty billion dollars. And that's what makes Coca-Cola a global marketing phenomenon.

Now go back and decide where you would pause for best effect. Press RETURN for each pause. Remember, longer chunks sound more fluent; shorter chunks, more emphatic. Then compare your version with the one below:

The world's most popular drink is water. You probably knew that already. After all, it's a basic requirement of life on earth. But did you know that the world's second most popular drink is Coke? And that the human race drinks six hundred million Cokes a day? Now, let's just put that into some kind of perspective. It means that every week of every year people drink enough Coke to fill the World Trade Center.

In fact, if all the Coca-Cola ever consumed was poured over Niagara Falls instead of water it would take nearly two days to run dry. There's almost nowhere on the planet, from Miami to Malawi, where the word Coke isn't instantly recognized. The brand name alone is worth thirty billion dollars. And that's what makes Coca-Cola a global marketing phenomenon.
Sound Scripting 2

After knowing where to pause, knowing which words to stress is the most important skill you need when you are presenting to an audience.

TASK
Complete the sound script from the previous unit on your PC by:

1. changing all the stressed words into bold
2. printing in CAPITALS the heavily stressed words (especially at the end of each chunk and for contrast)

Then compare your version with the one below:

The world's most popular DRINK
is WATER.
You probably knew that ALREADY.
After all,
it's a basic requirement of life on EARTH.
But did you KNOW
that the world's SECOND most popular drink
is COKE?
And that the human race drinks
six hundred million Cokes a DAY?
Now, let's just put that into some kind of PERSPECTIVE.
It MEANS
that EVERY WEEK
of EVERY YEAR
people drink enough COKE
to fill the World TRADE Center.
In FACT,
if all the Coca-Cola ever CONSUMED
was poured over Niagara Falls
instead of WATER
it would take nearly TWO DAYS to run DRY.
There's almost nowhere on the PLANET
from MIAMI
to MALAWI,
where the word COKE
isn't instantly RECOGNIZED.
The brand name ALONE
is worth THIRTY BILLION DOLLARS.
And that's what makes COKE
a GLOBAL MARKETING PHENOMENON.
Once you are pausing and stressing effectively, start working on your voice and pacing.

**TASK 1**

Complete the sound script from the previous unit on your PC by:

- spacing out the words you want to deliver slowly

Then compare your version with the one below:

The world's most popular DRINK

is WATER.

You probably knew that ALREADY.

After all,

it's a basic requirement of life on EARTH.

But did you KNOW

that the world's SECOND most popular drink

is COKE?

And that the human race drinks

six hundred million Cokes a DAY?

Now, let's just put that into some kind of PERSPECTIVE.

It MEANS

that EVERY WEEK

of EVERY YEAR

people drink enough COKE
to fill the World TRADE Center.
In fact,
if all the Coca-Cola ever consumed
was poured over Niagara Falls
instead of water
it would take nearly two days to run dry.
There's almost nowhere on the planet
from Miami
to Malawi,
where the word Coke
isn't instantly recognized.
The brand name alone
is worth thirty billion dollars.
And that's what makes Coke
a global marketing phenomenon.

Task 2
Now sound script an extract from a presentation of your own. If you have an overhead projector, copy the text onto a transparency, project it and present it from the screen. This is easier to deliver well because you need to look up, not down at a piece of paper. Ask a colleague to listen to you and tell you what they think. Continue until you feel comfortable with the pacing, rhythm and stress of natural spoken English.
Basic Techniques

Simple techniques to help you communicate your message to maximum effect

“It's nice to see so many of you, but I've only got 20 samples.”
You can dramatically change the significance of what you say in a presentation by stressing words which would normally be unstressed or contracted. Look at the following examples:

<table>
<thead>
<tr>
<th>Neutral Remark</th>
<th>Emphatic Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's our best chance of success.</td>
<td><strong>It is</strong> our best chance of success.</td>
</tr>
<tr>
<td>We were hoping for a better deal.</td>
<td><strong>We were</strong> hoping for a better deal.</td>
</tr>
<tr>
<td>We're doing the best we can.</td>
<td><strong>We are</strong> doing the best we can.</td>
</tr>
<tr>
<td>We've tried to limit the damage.</td>
<td><strong>We have</strong> tried to limit the damage.</td>
</tr>
<tr>
<td>We can't go ahead with this.</td>
<td><strong>We cannot</strong> go ahead with this.</td>
</tr>
<tr>
<td>I see what you mean.</td>
<td><strong>I do</strong> see what you mean.</td>
</tr>
<tr>
<td>They promised completion by June.</td>
<td><strong>They did</strong> promise completion by June.</td>
</tr>
<tr>
<td>It isn't cost-effective.</td>
<td><strong>It's not</strong> cost-effective.</td>
</tr>
<tr>
<td>Do we or don't we believe in service?</td>
<td><strong>Do we or do we not</strong> believe in service?</td>
</tr>
</tbody>
</table>

Notice how the auxiliary verbs (is, are, was, were, has, have, had) and negatives carry a lot of the emphasis.

**TASK**

Now change the following presentation extracts to emphasize the main points. The first one has been done for you as an example.

1. It's been an exceptional year.  > **It has** been an exceptional year.
2. It's difficult to see what the underlying trend is.
3. We'll get the price we want in the end.
4. $10,000 isn't worth worrying about.
5. We don't see any need for further injections of cash.
6. They promised to have the feasibility study completed by now.
7. Have we or haven't we enjoyed ten years of sustained growth?
8. I'd just like to say that we'll be reviewing the whole situation in six months' time.
9. Look, we've been through all this before and we aren't going through it all again.
10. We offered them an apology and we'd hoped that would be the end of the matter.
11. We were hoping to reach an agreement by May, but that isn't going to be possible now.
12. We appreciate the need to take risks, but we have our shareholders to think of too.
13. We understand the pressure you're all working under, but we've got a business to run, you know.
14. We weren't aware of any change in the bank's circumstances, but I think we should have been informed.
15. The loss of 4% of our business to the Austrians isn't a serious matter, but it's serious enough to demand our attention this morning – so, what's going on?

Read the extracts aloud until you are happy with the way you sound. The cassette provides a good model for you. Use it to check your answers after you have done the exercise.
Emphasis 2

You can make a presentation more persuasive by using simple intensifiers to emphasize your points. Look at the following examples:

I'm afraid it just isn't good enough — the entire system needs updating.
We really need to rethink our whole recruitment procedure.
Pay off such a substantial loan is going to be extremely difficult.
We've done much better than we expected — even better than we did last year.
There's absolutely no chance at all of us going into profit in the first two years.
We now lead the market, even though it's still so highly competitive.

**TASK**

Read the following presentation extracts. First, decide where you could add extra emphasis. Then write in the intensifiers given at the end of the sentence. The first one has been done for you as an example.

1. We're doing well now. But how can we do better? (extremely, even)
2. The project is underfunded. (whole, badly)
3. It's obvious that we made a mistake. (pretty, terrible)
4. It works out cheaper to take on casual workers. (actually, much)
5. I'm aware that it's been a disaster from start to finish. (fully, total)
6. I'm certain that we're in a better position now. (one hundred percent, significantly)
7. There's no hope of reaching our targets by the end of phase two. (absolutely, at all)
8. There's been a decrease in demand, and yet sales are up on last year. (dramatic, well)
9. We shouldn't be neglecting a lucrative market. (really, such, highly)
10. There's no chance of making progress. (absolutely, whatsoever, real)
11. It's going to be too expensive to re-equip the factory. (just, far, entire)
12. It's difficult to know whether the figures are going to improve. (just, so, actually)
13. We can't be expected to manage on a tiny budget. It's ridiculous. (really, such, just)
14. It's too late to do anything about it. (actually, far, at all)
Some emphatic expressions are very common in more formal presentations. A typical pattern is:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Intensifier</th>
<th>Main Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>completely</td>
<td>agree</td>
<td>with everything you've said so far.</td>
</tr>
<tr>
<td>We</td>
<td>firmly</td>
<td>oppose</td>
<td>any suggestion that the company be sold.</td>
</tr>
</tbody>
</table>

Notice that the intensifier and verb form a strong word partnership. It's a good idea to learn some of these word partnerships by heart.

**TASK**

Match up the three parts of the sentences below to make twelve emphatic expressions. The first one has been done for you as an example.

1. We strongly reject a. any suggestion that we should sell.
2. We totally admit b. you withdraw the product.
3. We deeply recommend c. having to lay off 2,000 workers.
4. We freely regret d. that the buyout was a bad idea.
5. We sincerely refuse e. what the board is trying to do.
6. We enthusiastically accept f. that profits will continue to recover.
7. We utterly endorse g. that there will have to be changes.
8. We readily hope h. to back down on this crucial issue.
9. We categorically encourage i. that this is in everyone's interests.
10. We fully believe j. having anything to do with it.
11. We positively deny k. the difficulties they've been having.
12. We honestly appreciate l. initiative-taking at all levels.
Emphasis 4

Very often in a presentation it's not what you say but how you say it. You can create dramatically different effects by placing emphasis on particular words and phrases. Look at the following:

This was successful.
This was very **succCESSful**.
This was **VEry** successful.

Notice how the effect is changed by a change of emphasis.

cass TASK 1

Say the following in two different ways:

1. Stress the adjective.
2. Then stress the qualifier (particularly, hardly etc).

What's the difference in effect in each case?

1. The results were particularly disappointing.
2. The risks are extremely high.
3. The figures are hardly encouraging.
4. The project is almost complete.
5. We all know that this is a really difficult market.
6. I'm afraid their initial offer was totally unacceptable.
7. The whole thing is virtually impossible.
8. Explaining the situation to head office is going to be rather difficult.
9. Implementing the plan might be slightly problematic.
10. I'm afraid we can't be absolutely certain.

cass TASK 2

Another way of emphasizing a point is to stress the definite article preceding it:

Not  It's the business to be in.  but  It's theee business to be in.

Notice how **the** sounds longer and stronger.

In the following presentation extracts decide which **the** should be stressed and highlight it:

1. It's the business opportunity of the year.
2. The Jaguar isn't just an executive car – it's the executive car.
3. It's the single biggest market as far as the telecommunications industry is concerned.
4. When it comes to fast-moving consumer goods, the Koreans are the people to talk to.
5. A joint venture may not turn out to be the solution, but it's the best solution for now.
6. The fact is, we're not just experts – we're the experts in the field.
7. Floating the company on the stock exchange is probably the best thing we ever did.

Two of the statements above are nonsense unless you stress **the**; which ones?

Say the sentences several times, paying particular attention to the way you stress them.
When you present an argument, it often helps to give more than one reason for it and to make it clear what the most important reasons are.

**TASK 1**

Divide the following expressions into those which introduce an additional point and those which emphasize a point.

1. Plus...  
2. Above all,...  
3. In particular,...  
4. What's more,...  
5. In addition,...  
6. What's especially important is...  
7. But there's more to it than that...  
8. It's also a matter of...  
9. I'd like to emphasize...  
10. The main thing is...

<table>
<thead>
<tr>
<th>ADDING</th>
<th>EMPHASIZING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 2**

Match up the following to make four additional remarks:

It's not just that KAJIMA are one of the biggest construction companies in Japan. We also need to...

1. remember    a. account of the fact that construction is Japan's fifth industry.  
2. remind       b. in mind that they are consistently in Japan's corporate top fifty.  
3. bear         c. that they are one of our best customers.  
4. take         d. ourselves of what this firm was like before we got their business.
TASK 3
Look at the following emphasis pattern. Complete the adjectives by writing in the missing vowels.

<table>
<thead>
<tr>
<th>I can't emphasize enough just how</th>
<th>is. was. has been. will be. would be. might be.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d_ff_c_l t</td>
<td>7. d_ng_r_s</td>
</tr>
<tr>
<td>2. c_r_t_c_l</td>
<td>8. _ss_n_t__l</td>
</tr>
<tr>
<td>3. r_s_k y</td>
<td>9. s_g_n_f_c_n_t</td>
</tr>
<tr>
<td>4. _m_p_r_c_t_c_l</td>
<td>10. _n_c_n_v_n_n_t</td>
</tr>
<tr>
<td>5. _m_p_r_t_n_t</td>
<td>11. pr_b_l_m_t__c</td>
</tr>
<tr>
<td>6. v_t_l</td>
<td>12. c_r_c__l</td>
</tr>
</tbody>
</table>

Which of the adjectives above mean the same as **important**?
Say each expression several times. Concentrate on pausing and stress.

PRESENTATION
Here is a list of qualities needed by a good manager. Present this information, adding and emphasizing points. Emphasize the points which are marked like this *.

The ideal manager should:

be able to take responsibility and make decisions
be able to delegate
be a good communicator*
be confident and assertive
be able to motivate people*
be up to date with the latest developments in their field
keep calm when everyone else panics*

Now do the same for your own job. Emphasize the two or three most important points you make.

<table>
<thead>
<tr>
<th>In my line of work you need to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
</tbody>
</table>

53
If you really want to get the attention of your audience, simple emphasis may not be enough. In English there is a way you can focus key points so that everyone knows you want them to listen to what you have to say next. Look at these examples:

We can't expect too much too soon.

*What we can't do* is expect too much too soon.

I'd like to approach this question from two different angles.

*What I'd like to do* is approach this question from two different angles.

Notice how the "*What ... is ...*" pattern builds up the anticipation of the audience.

**TASK 1**

Focus the following in the same way to draw the attention of the audience:

1. I'm going to talk about motivation.

2. I'd like to move on to the question of cashflow.

3. I've tried to put our recent difficulties into some kind of perspective.

4. We have to consider what the start-up costs might be.

5. I'll be making a case for getting in a team of specialists.

6. I'd like you to ask yourselves a simple question.

7. We're aiming to be back in the black by the end of this accounting period.

8. I'm going to be looking at the arguments against networking.

9. We found out how pirate copies of the CD were getting into stores.

10. I want to know how long it'll be before we start seeing a profit.
**TASK 2**

Now try these. Add the words you need to focus the second statement. Highlight the words you would stress.

1. We want higher productivity. What we .......... is higher costs.
2. We’ve increased sales. What .......... is increase turnover.
3. We’re in a good position to improve working conditions. .......... in a position to do is raise salaries.
4. I’m prepared to discuss the takeover bid. .......... to do is get into an argument about it.
5. We’re not trying to change everything. .......... to change is this.
6. It doesn’t matter how difficult it is. .......... expensive it is.

**PRESENTATION**

Complete the following focused statements with information relevant to your work or company. First, choose a topic. Then present each point, paying particular attention to stress and intonation.

<table>
<thead>
<tr>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What .......... is</td>
</tr>
<tr>
<td>2. What .......... is</td>
</tr>
<tr>
<td>3. What .......... is</td>
</tr>
<tr>
<td>4. What .......... is</td>
</tr>
<tr>
<td>5. What .......... is</td>
</tr>
</tbody>
</table>

| 1. What I want to know is |
| 2. What I’m saying is |
| 3. What I’m trying to say is |

| 1. We want .......... What we don’t want is |
| 2. We’re trying to .......... What we’re not trying to do is |
| 3. We’re in a good position to .......... What we’re not in a position to do is |
| 4. We’ve been able to .......... What we haven’t been able to do is |
| 5. It doesn’t matter .......... What does matter is |
Softening 1

As well as being able to emphasize important points, you sometimes need to reduce the force of points which are of less immediate significance:

- a great improvement  >  a slight improvement
- a major problem  >  a minor problem
- a total success  >  a partial success

Look at the following extract from a presentation. See how the highlighted words and phrases have a softening effect.

We've more or less completed the first round of negotiations in Osaka, and we're pretty certain they like what we're offering, although with the Japanese it is quite difficult to tell sometimes. It's a little too soon to say whether we'll get an exclusive contract. Exclusivity is probably rather too much to hope for. But we've just about reached agreement on price and, all in all, we're fairly happy with the way things are going.

'Softeners', like these, are extremely useful when you are uncertain of your facts or want to be diplomatic.

case TASK

Read the following presentation extracts. First, decide which words and expressions you could soften. Then write in the 'softeners' given at the end of the extract. The first one has been done for you as an example.

quite  a little
1. It's not what we wanted, but it's better than their last offer.  (quite, a little)

2. I think we're too price-conscious.  (sometimes, just a little)
3. I'd say we'll manage to break even.  (all in all, just about)
4. It's a good idea, but it's certain to meet opposition.  (basically, almost)
5. I'm pleased with our performance and it's been a good year.  (fairly, all in all, quite)
6. In Northern Europe the response to our mailshots has been poor and I think that's the result of deciding to target only large firms.  (generally, rather, partly)
7. We've done better than we expected this year, although I have to say that net profits are still low.  (probably, a bit, rather)
8. We had a few hiccups during the launch and it's been hard work getting the advertising right, but everything's OK now.  (minor, pretty, more or less)
9. The procedure is foolproof. If we do make errors of judgement, they're easy to put right.  (virtually, occasionally, slight, usually, fairly)
When people in the audience make negative remarks about the information you're presenting, you can often soften the impact by restating their point in a more positive way.

**CASE TASK**

Complete the diplomatic responses below by choosing words from the lists:

happy, easy, growing, encouraging, sorry
success, admit, need, grant, true

1. These figures are very disappointing.
   > Well, they're certainly not very ........... , I have to .............

2. The shareholders are going to be furious.
   > Well, they certainly aren't going to be very ........... , that's .............

3. Won't it be difficult to change strategy now?
   > Well, it certainly won't be ........... , but you don't ........... me to tell you that.

4. This looks like a declining market to me.
   > Well, it's certainly not a ........... one, I'll ........... you that.

5. It seems like the Paris Expo was a total disaster.
   > Well, it certainly wasn't a complete ........... , I'm ........... to say.

sure, point, better, afraid, well, things
boom, help, make, pretend

6. These tariffs are going to be a major problem.
   > Well, they're certainly not going to be much of a ........... , that's for .............

7. So, we can expect another slump, then?
   > Well, we certainly can't expect a ........... , not the way ........... are going.

8. We just seem to be losing money on this.
   > Well, we certainly don't ........... any money on it, I'm .............

9. We've come out of this pretty badly.
   > Well, we certainly haven't come out of it very ........... , and there's no ........... denying it.

10. How long can things continue to get worse?
    > Well, they certainly won't get ........... overnight, and I can't ........... that they will.

Notice in the examples above how the presenter rephrases each negative remark in a positive way. Underline all the fixed expressions in each diplomatic response.
Simple repetition is one of the good presenter's most powerful techniques. Look at the kind of words which are most effective when repeated:

- The overall response has been much, much better than anyone ever expected.
- It really is very, very difficult to predict what might happen in 10 years' time.
- It's always far, far easier to identify a gap in the market than it is to fill it.

Generally, one repetition works best.

**TASK 1**

Look at each of the following presentation extracts and highlight the word or words which create a good effect if they are repeated.

1. It's obviously very tempting to close down plants which aren't breaking even.
2. The short-term benefits are obvious, but it's much more difficult to say what the long-term benefits might be.
3. It's way too soon to say just how successful this new initiative has been.
4. There are many reasons why it's very important to get the go-ahead from Brussels.
5. Their demands are absolutely ridiculous and we'll never agree to them.
6. One thing you can be totally sure of: there'll always be a market for quality.

**TASK 2**

Another common repetition technique is doubling words:

- bigger and bigger
- better and better
- stronger and stronger

What kind of words are they? Highlight the word or words in each of the following presentation extracts which could be doubled.

1. I'm happy to report that our presence in Singapore is getting stronger.
2. As the competition gets tougher, we just get better.
3. As the smaller companies go to the wall, fewer players remain in the market.
4. It's getting harder to make money and easier to lose it.
5. These days more firms are turning to freelance consultants.
6. Over the next ten years management positions are going to become less secure.
7. As new technology moves faster, data protection becomes more of a problem.
8. More people are fighting over fewer jobs for less money.

Present each extract several times. Experiment with doubling one, two and three words. Which do you like best? Get into the habit of repeating your most important points.
Repetition 2

One of the most powerful techniques in a presentation is simple repetition of key points. Sometimes it’s not how you say it, but how often you say it that makes the difference.

A common technique is:

Statement  >  Repetition  >  Explanation

*We didn’t go AHEAD... We didn’t go ahead – because we weren’t READY.*

Notice which words are stressed. Pausing before the statement is repeated gives it extra impact.

**TASK 1**

Apply the same technique to the following points. Say them first. Then write them down. The first one has been done for you as an example.

1. Sales – up – we spent more – advertising.
   *Sales are up... Sales are up because we spent more on advertising.*


4. Figures – disappointing – we were expecting too much.

5. We need new product – falling behind – competition.

6. We know it won’t work – done it before.


**TASK 2**

Now try these:

1. The time to act – now – while – opportunities – still there.

2. Results – been very encouraging – in spite – difficult circumstances.


4. Easy – take risks – when – not risking – own money!

Repeat this exercise until you feel comfortable with it.
Repetition 3

Look at how a pause and the strong repetition of a single key word can transform a simple remark:

Nobody knows that better than we do — NOBODY.
Everybody makes mistakes — EVERYBODY.

TASK

Now complete the strong statements below, using the following words. In seven of them the same word will fill both spaces.

no-one nowhere everyone never nothing
ever always no + none at all no + not one every + every one

1. ................. has ever beaten us on price — .................
2. ................. would persuade us to collaborate with the Belgians — .................
3. ................. could be more suitable than the present site — .................
4. ................. American company has succeeded in this market — .................
5. ................. figure was checked and double-checked — .................
6. We have ................. had such a tremendous year — .................
7. We must ................. remember who our real customers are — .................
8. Nobody ................. gets away with overpricing — .................
9. We’re taking ................. risks — .................
10. We’ve beaten absolutely ................. in the market — .................

Present the sentences above. Remember to stress the words you wrote in and to pause before the final stressed word.

PRESENTATION

Complete some or all of the following using information relevant to your work, company or interests. Then present each point until you are happy with the way you sound.

1. Nothing ................. NOTHIMG.
2. Nobody ................. NOBODY.
3. Nowhere ................. NOWHERE.
4. No ................. NOT ONE.
5. Everything ................. EVERYTHING.
6. Everybody ................. EVERYBODY.
7. Every ................. EVERY ONE.
8. ................. never ................. NEVER.
9. ................. always ................. ALWAYS.
10. ................. no ................. NONE AT ALL.
Further Techniques

How to develop your public speaking style to impress and influence your audience

"It looks as if the bulb's gone!"
Rhetorical Questions 1

It is often more interesting to present your ideas as questions rather than direct statements. Questions involve the audience. They also make your presentation sound more conversational and create anticipation in the minds of your audience.

**TASK**

The rhetorical questions below can be used in many different situations. Complete each of them using the following pairs of words:

- where + did
- how long + making
- how + do
- how much + is
- how + working
- what sort + looking
- how soon + seeing
- what + waiting
- what + attribute
- where + go
- how come + feeling
- what + take

1. For the fifth year running we've managed to increase sales volume. 
   So, .......... did we .......... it?

2. The opportunities in Eastern Europe are better now than they've ever been. 
   So, .......... are we .......... for?

3. We've lost ground to the Swedes both in Scandinavia and at home. 
   So, .......... do we .......... from here?

4. We've spent the best part of a year ploughing money back into R&D. 
   So, .......... can we expect to start .......... results?

5. This is the third time we've launched a new product, only to have to withdraw it within the first six months. 
   So, .......... do we have to go on .......... the same mistakes?

6. The $8 million they offered us is good, but not good enough. 
   So, .......... of figure are we .......... for?

7. We offered them a very attractive package, but they turned us down flat. 
   So, .......... we go wrong?

8. As you know, we launched a strict cost-cutting campaign last year. 
   So, .......... we're not .......... the benefits yet?

9. Turnover topped $2 billion again this year. 
   So, .......... of that .......... profit?

10. In spite of the recession, the demand for luxury goods is increasing. 
    So, .......... do we .......... this to?

11. Unfortunately, this isn't the first time our partners have been in breach of contract. 
    So, .......... action do we propose to ..........?

12. Obviously, we won't see the real results of the reorganization for some time. 
    So, .......... do we know it's ..........?

Present the points several times, paying particular attention to stress and rhythm.
Sometimes a good way of introducing an emphatic statement is to ask a rhetorical question first:

So, just how big is the market?

... eNORMous.

Notice how the adjective in the question is reinforced with a stronger adjective in the answer. Notice also how the verb and strong adjective are stressed.

**TASK 1**

Match the rhetorical questions on the left with their one-word answers on the right:

1. So, just how bad is the situation?  
   a. ... POsitive.
2. So, just how difficult is it?  
   b. ... unPREcedent.
3. So, just how sure AM I that we can do it?  
   c. ... imPOssible.
4. So, just how competitive ARE we?  
   d. ... specTACular.
5. So, just how good ARE the results?  
   e. ... STATE-of-the-ART.
6. So, just how unusual IS this trend?  
   f. ... unBEAtable.
7. So, just how small IS the risk?  
   g. ... cataSTROphic.
8. So, just how new IS this technology?  
   h. ... NEgligible.

The cassette provides a good model for you. Use it to check your answers after you have done the exercise.

How many of the adjectives above can be preceded by:

a. absolutely?

b. practically?

**TASK 2**

Now look at this pattern:

So, just how bad is the situation?

> I’ll tell you how bad it is. It’s absolutely catastrophic!

So, just how difficult is it?

> I’ll tell you how difficult it is. It’s practically impossible.

Notice how the second sentence reinforces the rhetorical question. Reinforce the other rhetorical questions in Task 1 above in the same way.

Now look back at Rhetorical Questions 1 on page 62 and do the same.
Rhetorical Questions 3

You can make a rhetorical question much more powerful by repeating key words. The following pattern is common:

**Statement + Rhetorical Question + Answer**

The fact is, cheap imitations of our leading product are flooding the market. So what's the SOLUTION? The SOLUTION is to push for tighter CONTROLS.

Notice the repetition of solution linking question and answer.

**TASK**

Complete the presentation extracts below using the following words. In each extract the same word fills both spaces.

<table>
<thead>
<tr>
<th>answer</th>
<th>point</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>problem</td>
<td>idea</td>
<td>objective</td>
</tr>
<tr>
<td>advantages</td>
<td>chances</td>
<td>prospects</td>
</tr>
</tbody>
</table>

1. We've made fifteen different improvements to the basic product and the customers are still complaining.
   So what's the . . . . . . . . ? The . . . . . . . is the product itself is out-of-date.

2. We've spent twice as much money marketing the product in Mexico as we have in the States.
   And what's the . . . . . . . ? The . . . . . . . is we've badly neglected the home market.

3. Let's turn to the question of sales targets.
   What's our main . . . . . . . ? Our main . . . . . . . is to reach the three million mark within the next six months.

4. We're still having no luck getting the Brazilians to accept our British cola.
   So what's the . . . . . . . ? The . . . . . . . is to give it an American-sounding name.

5. We keep trying to get a foothold in the European market and we keep failing to do so.
   So what's the . . . . . . . ? The . . . . . . . is we have to sell there if we're to survive.

6. After a lot of hard thinking, we've decided to phase the luxury models out.
   So what's the . . . . . . . ? Well, obviously, the . . . . . . . is to go downmarket.

7. I'd like you now to consider the future of the home computer industry.
   What are the . . . . . . . ? Well, the . . . . . . . are excellent, but only for the right kind of company.