

HO CHI MINH CITY PEOPLE'S COMMITTEE
NAM SAI GON POLYTECHNIC COLLEGE



COURSEBOOK

SUBJECT/ MODULE: PRESENTATIONS IN ENGLISH

MAJOR IN: ENGLISH

PROFICIENCY: ASSOCIATE DEGREE

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STATEMENT OF AUTHORSHIP

This coursebook is applied in educational activities within the school itself, so the sources of information can be originally used or partially extracted for the training and reference purposes.

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INTRODUCTION

This course book came out as a need of providing an official document of the “Presentation in English” module for students of English Major to use in Nam Sai Gon Polytechnic College.

This course book written for intermediate students consists of 7 units – or steps. Each unit talks about specific aspects that are needed to be included in a successful presentation, ranging from outline structure to specific presentation strategies, from equipments preparation to dealing with questions, and so on. Each unit also consists of exercises that come with instructions and model videos that allows students to observe and assess what to do in different situations. At the end of each step, there will be a practice section where students will present a small case study of their own in front of the class, using the related knowledge they had learnt. Hence, this course book will surely help students to improve their ability to present themselves in English, may that be in front of a small group of partners a large group of audiences proficiently.

A warm thank you to authors with useful references for us to study and select to edit this course book.

A special thank to Ms Tran Thi Tham Tuoi, who gave me the great support for the process of the compilation.

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TABLE OF CONTENT

CONTENT	PAGE
Introduction	6
Step 1: Lay solid foundations	8
Step 2: Connect with your audience	23
Step 3: Use visual to connect	35
Step 4: Top up your techniques	48
Step 5: Be positive and dramatic	63
Step 6: Love your audience... not everyone is like you	75
Step 7: Questions are big opportunities, aren't they?	88
Answer keys with video scripts	99

Introduction

- A** Watch the interviews with the four presenters at the beginning of their course and answer the questions.

 0.01 Dan



- 1 What does Dan do?
- 2 Where is he from?
- 3 Why is he doing the presentations training?
- 4 How does he describe the differences between presenting in English and in Thai?
- 5 What targets has he got?

 0.02 Svitlana



- 1 Where is Svitlana from?
- 2 What is she doing at the moment?
- 3 Why is she doing the presentations training?
- 4 What problems has she got with presenting in English?
- 5 What targets has she got?

0.03 Zhan



- 1 Where is Zhan from?
- 2 What does he do?
- 3 Why is presenting in English important to his work?

0.04 César



- 1 Where is César from?
- 2 What does he do?
- 3 Why is he doing the presentations training?
- 4 What targets has he got?
- 5 What problems has he got with presenting in English?

Presentations diary

B It's a good idea to keep a diary during the *Presentations in English* course. Start your diary by writing about the points below.

- 1 Write three reasons why presentations are important in your job, your area of business or your studies.
- 2 Write three things you like about presenting.
- 3 Write three reasons why presenting in English is problematic for you.
- 4 Write five targets for yourself in presenting in English.

Step 1 Lay solid foundations

1 The start

Attention curve	9
Who, why, what, how	9
Grammar: <i>will, be going to, would like to</i>	12

2 The finish

Signal, summary, conclusion, closing remarks	14
Grammar: Present perfect	16

3 Structuring

Signposting	17
Delivery: Pausing	18

4 Full presentation

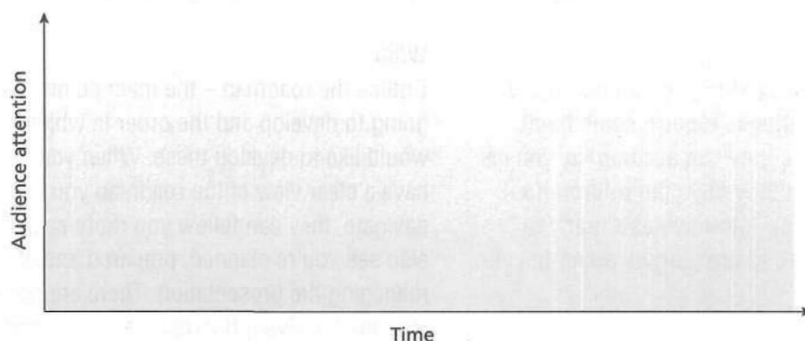
Analysis	19
Preparation and presentation	21
Feedback and targets	22



1 The start

Attention curve

- A** Look at this graph. The vertical axis represents the attention of the audience and the horizontal axis shows time during an average presentation. How would you draw a curve in this graph?



- B** Now, look at the graph in the answer key on page 100. At which points in a presentation can the audience most easily remember what the presenter says?

Who, why, what, how

- A** Look at the audience's questions (1–8) and match the numbers with the type of information.

Who is the presenter?

Why are we all here?

What is he going to talk about?

How is he going to organise the presentation?



B Now read the text and check your answers.

The presentation journey

Giving a presentation is like taking your audience from start to finish on a journey. At the start, your audience require some basic information before they can accompany you on this journey. Once they have the information, they're on your side, attentive and ready to listen to every step of the journey along to your final message.

Who

Introduce yourself. Clearly, the amount of information you give about yourself and your work and the level of formality you use, depends on the presentation you're giving. For example, for a presentation to a group of your colleagues, you probably don't need to give your name and background and you can use informal language. A presentation to a new client can require more detailed information about your background and experience and a more formal approach. Make sure that you're comfortable talking about your past and present experience in such cases.

Why

Tell your audience your destination – the reason they're there to listen to you and the purpose of your presentation. If the audience don't know why they should listen, they won't have any reason to accompany you along your journey. The 'why' is linked to the conclusion, your final message – probably, the most important part of your presentation.

What

Outline the roadmap – the main points that you're going to develop and the order in which you would like to develop these. When your audience have a clear view of the roadmap you want to navigate, they can follow you more easily and can also see you're planned, prepared and effectively managing the presentation. There are good reasons for giving the roadmaps, as research shows your audience listen better and remember better and more when they know the structure and shape of your presentation. The technique we use to give the roadmap is called 'sequencing'. This is a very simple technique as it just involves using language such as *one, two, three* or *firstly, secondly, thirdly*. Nevertheless, it is also highly effective as 'sequencing' or 'ordering', as it is sometimes called, is a principle of memory by which we recall information.

How

Put yourself into your audience's shoes: address your audience's needs. Your audience won't listen to you as you go into the main part of your presentation if they have other concerns. They may be thinking: *How long do I have to sit here? Do I have to take notes? When can I ask questions? Is there any coffee here?* It can therefore be useful to answer such questions in your 'start' so that your audience are ready to listen.

Your 'start' should include these points but at the same time not be too long. Ninety seconds is a good guideline as there's evidence that you begin to lose listeners after this amount of time. Your audience tend to listen to your every word and form an impression of you in these ninety seconds. An accurate 'start' helps to create a good impression and you should aim to be grammatically accurate at this stage.

C Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase.

Check any vocabulary you don't know.

- 1 On behalf of Mr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible for ...
- 2 My purpose today is to ...
- 3 I'm going to develop three main points. First, ... Second, ... Third, ...
- 4 Let me introduce myself. I am ... I am a ...
- 5 I'll pass round copies of my slides so you can make notes as I go through the presentation.
- 6 Before I continue, let me tell you something about myself.
- 7 Today I would like to give you a general overview of ...
- 8 I've divided my presentation into three main points. I would like to begin with ...
- 9 So, I'll be addressing three main points and the first one is going to be ... The second point will be ... And finally the last point is ...
- 10 I'm going to outline three proposals. Firstly, I'll ... Then, I'd like to ... and finally ...
- 11 Today, I'm going to bring you up to date with ...
- 12 The presentation should last about five minutes.
- 13 We'll take a short coffee break at about 10.30.
- 14 My objective today is to ...
- 15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of ...
- 16 If you have any questions, I'd be grateful if you could leave them until the end.
- 17 I'm happy to take any questions after that.
- 18 For those who don't know me, my name is Carlos López and I'm the managing director.
- 19 We can take two or three questions at the end of each point.
- 20 You don't need to take notes as we'll be handing out presentation booklets.
- 21 I would like to start with ... And then ... Lastly ...
- 22 Today, I'm going to tell you ...
- 23 What I am going to do today is review ...
- 24 Please feel free to interrupt me at any time if you have a question.
- 25 The reason we are here today is to ...
- 26 Morning everyone. I'm ... I'm a ... at ...

D 1.01, 1.02 Watch César and Zhan's 'starts' to their Step 1 presentations and tick the phrases they used.

Find Your Voice

Don't learn all these phrases now. Highlight one or two from each category that you really like or think are useful for you. Learn them by using them in your presentation practice – prepare the 'start' of a presentation that is typical of your work situation, using the phrases you wish to learn. When you're ready, stand up and present your 'start'.

2 The finish

Signal, summary, conclusion, closing remarks

A Read the text about the 'finish' of a presentation and answer the questions below.

Make your final message clear

Stay in control until the very last second and follow these steps at the 'finish' of your presentation.

Firstly, pause briefly and **signal** clearly that you are now ready to finish the presentation. The audience will start to listen again closely at this point.

Then, make your **summary**, giving a brief overview of what has already been said. The summary is a reflection of your 'what' and looks back. It should not be too long as you will lose your audience's attention again, but detailed enough to cover your points. This can be a difficult balance to achieve! A good summary gives your listeners time to reflect on the content and builds up to your conclusion, making your conclusion stronger, more powerful and more effective. A conclusion without a summary can sound incomplete as your audience may not have listened to every point during the main part of the presentation and the purpose can be lost. Avoid giving any conclusions while you are making your summary.

After this, give your **conclusion**. This is a reflection of your 'why' and looks forward to what you want people to do or think after your presentation. It should follow logically from your summary. There are different kinds of conclusions: you can make a call for action, make a recommendation or assure your audience that they're better informed. This is the destination of your journey and the most important part of your presentation.

Finally, make your **closing remarks** by thanking your audience, asking for questions or passing round your presentation handouts.



Henry trained himself in the 'dramatic pause'.

- 1 Why don't some people finish their presentations effectively in your opinion?
- 2 Do you agree that every presentation has some kind of conclusion?
- 3 Have you ever thought 'What was the point?' after listening to a presentation?

B Write **Sig** (Signal), **Sum** (Summary), **Conc** (Conclusion) or **CR** (Closing Remarks) next to the phrases below.

- 1 So, that brings me to the end of my presentation.
- 2 Let me summarise what we've looked at.
- 3 Thank you for your attention.
- 4 I'll briefly summarise the main issues.
- 5 I'll now hand out
- 6 I suggest Johannes ... and Michel
- 7 I'd like to summarise.
- 8 I'd like to conclude by strongly recommending
- 9 So, that completes our presentation.
- 10 Let me just go over the key points again.
- 11 To sum up
- 12 I trust you gained an insight into
- 13 To conclude, I'd like to leave you with the following thought
- 14 Well, that covers everything I want to say.
- 15 If you have any questions, I'd be happy to answer them.
- 16 At this stage, I'd like to go over
- 17 In my opinion, the only way forward is to
- 18 Thank you for listening.
- 19 To summarise, I'll run through my three topics.
- 20 In conclusion, I'd like to leave you with the following idea.

Find Your Voice

Highlight the phrases above that you really like or think are useful for you, keeping in mind the kinds of conclusion that you often have to make in your presentations. Do you ...

- make recommendations?
- give information?
- motivate?
- inspire?
- give a call to action?
- persuade?

3 Structuring

Signposting

A 1.06 Watch an extract from an interview with Dan after his Step 1 presentation.

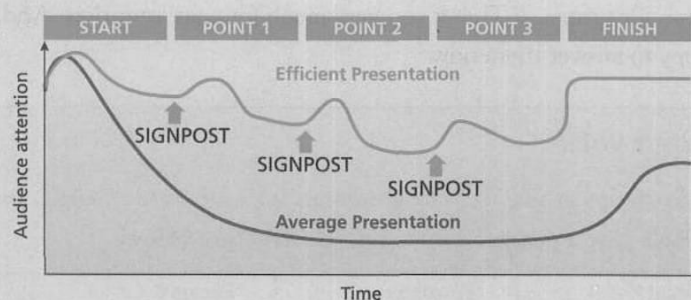
- 1 How does structuring a presentation help Dan?
- 2 Do you agree with his comments?

B 1.07, 1.08 Phrases 1–22 below are examples of signposts. Read them and check any vocabulary you don't know. Now, watch the main content of Svitlana and Zhan's Step 1 presentations and tick the signposts they use.

- | | |
|--|---------------------------------------|
| 1 Moving on now to ... | 12 So, we've looked at ... |
| 2 I would like to begin by ... | 13 That completes my overview of ... |
| 3 Let's now turn to ... | 14 Let's just recap ... |
| 4 Let's start with my presentation. | 15 So, that's pretty much ... |
| 5 So, first of all ... | 16 and this is ... |
| 6 Now, turning to ... | 17 Next we come to ... |
| 7 Now, what about ...? | 18 So, that was ... |
| 8 Let me move on to ... | 19 My next point is ... |
| 9 So, that's the general picture for ... | 20 That's all I want to say about ... |
| 10 I'd like to conclude this point by saying ... | 21 So, that covers this point. |
| 11 This leads me to a point ... | 22 And finally ... |

C Look at the graph and read the text below. Why are signposts important?

How do signposts work?



Signposting helps you structure and shape the main content of your presentation. Signposts create 'verbal paragraphs' or 'verbal signals' and raise the attention curve at the beginning and end of each point of your presentation. The technique allows you to guide the audience through the structure of your presentation linking one point to the next. The audience can't see your notes and can't look forward to see what is coming. You know where you're going on your journey and you need to guide your audience by telling them exactly where you are on the roadmap of your presentation. This is a simple but highly effective technique that adds clarity to your presentations.

Delivery

Pausing

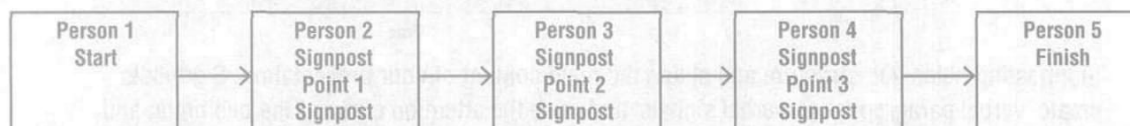
- A** 1.09 Watch an extract from an interview with Svitlana after her Step 1 presentation. How does pausing help the audience?
- B** 1.10 Watch an extract from an interview with César after his Step 1 presentation.
- 1 Which additional techniques did César mention?
 - 2 What are the benefits of these techniques for a non-native speaker?
 - 3 Can you think of any additional advantages?
 - 4 Why do you think pausing sometimes feels uncomfortable for a presenter?
- C** Read the text about pausing and then practise saying Svitlana's text below with pauses.

Pause before using the signpost to turn to a new point. Count up to ten in your head and breathe deeply. This helps your audience to assimilate your information and gives you the chance to control your nerves.

That is why identifying the kinds of deviations and studying them is a necessary step in building a more just and successful society. // To summarise, // I will run through my three main points. // Firstly, I would like to emphasise one more time the importance of studying a deviant behaviour of economic agents as a separate subject. // Secondly, I would like to bring your attention to the importance of researching the origins of economic crimes // and thirdly, we need to be aware of different kinds of deviations and to try to convert negative deviations into positive ones whenever possible. // In conclusion, I'd like to leave you with the idea that it is up to you to improve the quality of your lives and societies you live in by realising that you can deal with a deviant behaviour efficiently by simply avoiding participating in economic crimes. // Thank you very much for your attention. And, if you have any questions, I will be happy to answer them now.

Find Your Voice

Get into groups of five. If your group has fewer than five people, one person can take two or more roles. Role play a presentation using the structure below.



Keep it short and simple (KISS). Concentrate on using the language and techniques you have learned so far in this step for starting, finishing and signposting. Change roles for different presentations.

Suggestions for presentation topics:

- three countries for a good holiday
- three great films or books
- three cars
- three restaurants in your city

4 Full presentation


Analysis

- A** 1.11 Read the brief for the Step 1 presentation on page 21. Then, watch César's short Step 1 presentation and look at the feedback from a member of César's audience. Which comments do you agree with?



Feedback form: Lay solid foundations

	Poor	OK	Yes!	Wow!	Comments
Start			X		Seems to be very friendly and is not too nervous.
Who				X	
Why			X		Good pausing — I like the use of the flip chart here.
What			X		
How	X				Doesn't do this.
Variety			X		
Signposting			X		Clear at the beginning of points, but more signposting at the end of the points. 'Let me just turn to', 'This brings me to my 3rd point' — good variety.
Pausing		X			Needs more pausing between some of the points.
Organisation			X		Simple, but clear. Don't like all the interaction with the flip chart.
Finish				X	
Signal			X		There could have been a clearer signal between the last point and the 'finish'.
Summary				X	
Present perfect				X	
Conclusion				X	Difference between summary and conclusion was very clear. It works even though it's a short presentation.
Closing remarks		X			

- B**  **1.11** Analysis and discussion help you to 'find your voice' for your own presentations. Watch César's presentation again. As you watch, rate his performance in the Feedback form yourself. Remember that analysis is subjective and you don't have to agree with the assessment in A. If you are working together with a group, discuss your analysis with the group after the presentation.

Feedback form: Lay solid foundations					
	Poor	OK	Yes!	Wow!	Comments
Start Who Why What How Variety					
Signposting					
Pausing					
Organisation					
Finish Signal Summary Present perfect Conclusion Closing remarks					

Preparation and presentation

- A** Read the brief and prepare your own presentation. Don't forget to KISS (Keep it Short and Simple)!

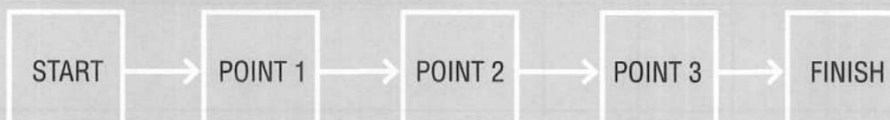
Full presentation practice: Giving information

Subject and structure

Choose from the following list or think of your own subject.

- My department and / or my company
- My industry
- My university
- My research
- My country

Take any direction you wish with your chosen subject, but divide your presentation into three clear parts using the structure below.



Your audience

You are making this presentation to a group of people who are very important for your future career. This could be your board of directors, a group of external professors, an assessment centre panel or an audience at an international conference, for example. Describe your audience before you start your presentation.

Your targets

- To have a fluent 'who', 'why', 'what', 'how' start
- To have a well-structured and signposted presentation
- To finish well with a summary and clear conclusion
- To leave a good impression by giving a well-prepared presentation

- B** Give your full presentation.

Feedback and targets

- A** If you're working in a group, analyse each others' presentations, using the Feedback form below. If you're working alone, record yourself and analyse your own performance.

Feedback form: Lay solid foundations					
	Poor	OK	Yes!	Wow!	Comments
Start Who Why What How Variety					
Signposting					
Pausing					
Organisation					
Finish Signal Summary Present perfect Conclusion Closing remarks					

Presentations diary

- B** Look back at your feedback on your Step 1 presentation and, if possible, watch your presentation again. Now read 1–4 below and write your diary for Step 1.
- 1 What was positive for you? List three aspects.
 - 2 Identify one thing you could improve.
 - 3 Identify one thing that didn't work at all for you.
 - 4 Set yourself two targets for your next full presentation.

Step 2 Connect with your audience

1 Jump start

Introduction	24
Techniques	26
- Meet the people	26
- WIIFM	26
- Quotations	27
- Shocking statement or statistic	28
- Combining 'jump start' techniques	28
Grammar: Future continuous	29

2 Finish with a bang

Introduction	30
Delivery: Verbal garbage; final consonant	31

3 Full presentation

Analysis	32
Preparation and presentation	33
Feedback and targets	34



1 Jump start

Introduction

A Discuss these questions.

- 1 What do you think 'jump start' means?
- 2 Why do you think a 'jump start' is effective? Can you think of any examples of a 'jump start'?

B Read this text. Write the techniques from the box below in gaps (1–7) in the text.

What's in it for me? (WIIFM) Question and answer Expert testimony or historical evidence
Quotations Meet the people Shocking statement or startling statistic Enrolment questions

Hot tips to 'jump start' your presentation

(1)

Make your audience feel welcome as they arrive. Smile, make introductions, say a few words about yourself and ask some questions. Offer some refreshments. This technique helps to:

- break the ice
- calm your nerves
- build a relationship
- initiate dialogue
- create interaction

GOOD FOR: Presentations to small groups

(2)

Address the audience's needs and concerns by telling them what benefits they will gain from listening to your presentation and use the word 'you' when you do this. This technique helps to:

- focus on the needs of your audience
- focus on benefits and not features
- create desire and anticipation
- raise expectations
- build rapport

GOOD FOR: Sales pitches or presentations where you need to persuade or convince

(3)

Question the audience directly and get them to respond to you by answering 'yes' or 'no' or by raising hands. This technique helps to:

- focus the audience on the subject
- generate an interactive relationship
- create dialogue
- build interest

GOOD FOR: Small to medium-sized audiences

(4)

Find something original or exciting in newspapers, magazines, books, in-house literature, press releases or on the Internet. Make it clear that you are using somebody else's words. This technique helps to:

- give another voice
- build credibility
- create interest

GOOD FOR: All types of presentation

(5)

Say something which is short and simple but unusual, surprising and / or provocative. Clarify your source. This technique helps to:

- get a high level of attention with a shock effect
- give another voice

GOOD FOR: Most presentations but take care the shock effect does not alienate the audience

(6)

Give objective evidence or facts from an authoritative source. This technique helps to:

- give another voice
- be convincing
- build credibility

GOOD FOR: Specialist presentations

(7)

Ask something and then go on to answer it yourself. This technique helps to:

- raise expectations
- engage the audience in problem-solving thinking
- make the audience want to see 'what's on the next page'

GOOD FOR: Presenting recommendations / solutions