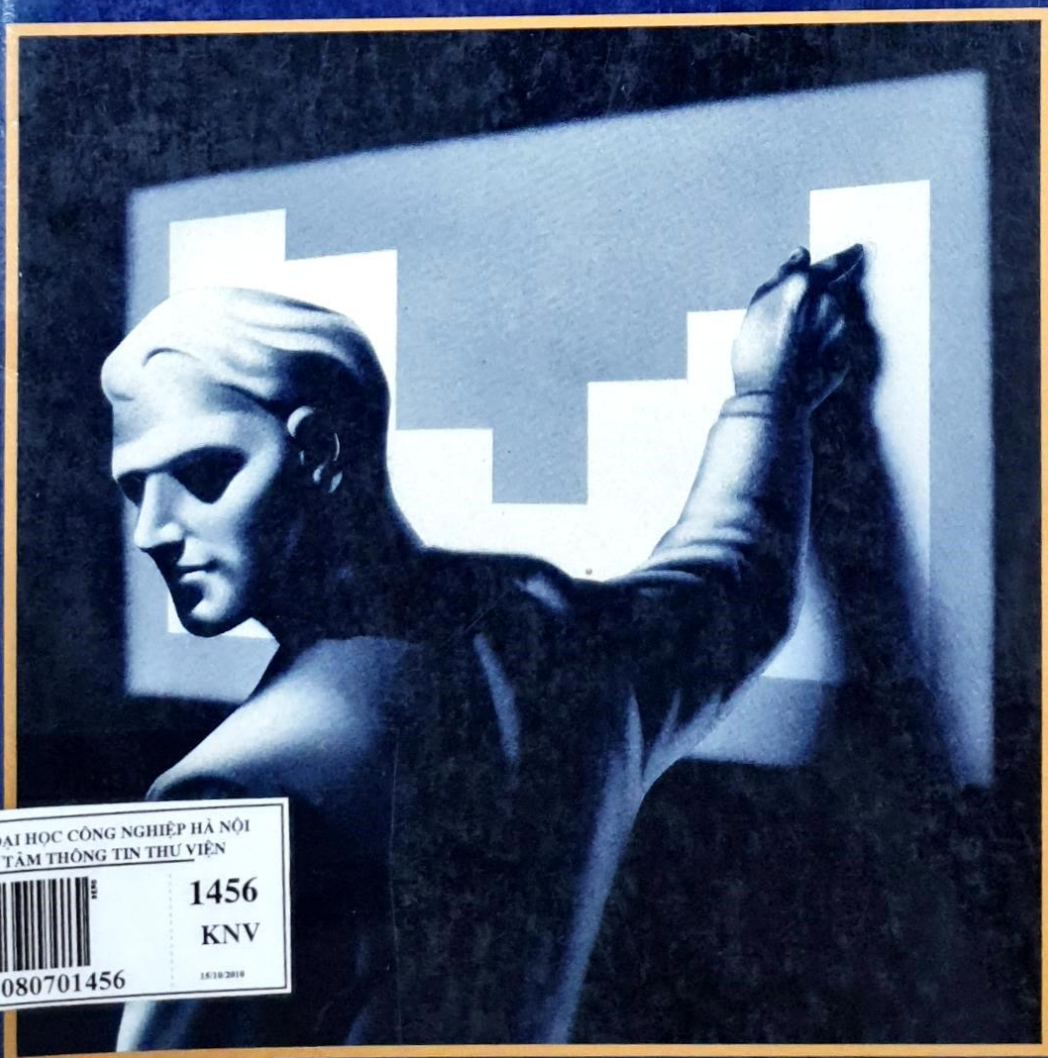


OXFORD BUSINESS ENGLISH SKILLS

Effective

JEREMY COMFORT

PRESENTATIONS



TRƯỜNG ĐẠI HỌC CÔNG NGHIỆP HÀ NỘI
TRUNG TÂM THÔNG TIN THƯ VIỆN



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with YORK ASSOCIATES

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Introduction

For learners of Business English, making a presentation in English can be difficult and demanding. The presenter needs certain skills which go beyond the range of ordinary language courses. *Effective Presentations* is a practical course which develops these skills. It can be used as a short, intensive specialist course, or integrated into a longer and more general Business English programme. It takes the learner systematically through the key stages of making presentations, from planning and introducing to concluding and handling questions. However, each unit can also be used separately to focus on particular elements of giving presentations. By the end of their period of study, learners should be able to make clear, well-organized presentations in front of an audience.

Course components

The course consists of four components: a video, a student's book, an audio cassette, and a teacher's book.

The video

The video, which lasts approximately 35 minutes, is central to the course. It contains extracts from four different presentations of the kind that most professional people need to make. The video acts as the focus for all the activities contained in the student's book.

The student's book

The book consists of nine units, which correspond to those in the video. Each unit is divided into three sections: communication skills, language knowledge, and presentation practice.

The communication skills section focuses on the key presentation skills demonstrated in the video. The language knowledge section looks at using language for performing these skills. The presentation practice section allows the learner to put both communication skills and language knowledge into practice using realistic tasks, and their own ideas and experience.

The audio cassette

The audio cassette provides additional presentation extracts and listening activities, which illustrate key language points.

The teacher's book

This book contains handling notes for the teacher, and includes extra, photocopiable presentation practice material.

The approach

Effective Presentations looks first at some of the important things that presenters often get wrong, before demonstrating ways of avoiding these mistakes. For this reason, the video provides both bad models and good models for students to analyze and consider. It then breaks down a presentation into its important stages, concentrating on two main areas.

Communication skills

The video demonstrates skills such as structuring information, using an appropriate style of language, using visual aids, and adopting the right body language. These are then analyzed and practised with the support of the student's book.

Language knowledge

The student's book presents language areas such as the use of linkers and connectors, referring to graphs and charts, emphasizing and minimizing information, and the contrast between written and spoken language. These are further demonstrated by extracts and exercises on audio cassette.

Using the course

The course is designed to work either as classroom or self-study material.

In the classroom

At the start of the course, the learners should each make a short presentation on a familiar topic. If possible, this should be recorded on video. The learners will receive feedback from the teacher. This should identify the skills which need improving. Depending on the learners' needs, the course can either be followed from start to finish, or focus on selected units, using the good and bad models in the video and the activities in the student's book. At the end of the course, the learners should repeat their initial presentation (or give a different one), incorporating the skills and language shown in the good models. This version can also be video recorded and compared with their first presentation.

Self-study

Effective Presentations can be used successfully for independent self-study. The student's book provides comprehensive viewing and follow-up activities. These are designed to guide the learners through the course and help them to evaluate their own performance. Self-study can also be integrated into a classroom-based course. The language knowledge section of each unit in the student's book includes exercises which could be done as self-study tasks, and then followed up in the next class. Similarly, it is particularly useful for learners to prepare for the presentation practice phase in self-study time, as this will avoid using up valuable classroom time.