

ЗАХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

Навчально-науковий інститут міжнародних відносин ім. Б.Д.

Гаврилишина

Кафедра іноземних мов та інформаційно-комунікаційних  
технологій

**НАВЧАЛЬНО - МЕТОДИЧНІ РЕКОМЕНДАЦІЇ  
ДЛЯ ВИКОНАННЯ КРІЗ З  
КУРСУ «БІЗНЕС-КОМУНІКАЦІЯ (АНГЛІЙСЬКОЮ  
МОВОЮ)»**

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Західноукраїнського національного університету  
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## ЗМІСТ

МЕТА Й ЗАВДАННЯ ВИВЧЕННЯ ДИСЦИПЛІНИ  
«БІЗНЕС-КОМУНІКАЦІЯ (АНГЛ.МОВОЮ)»  
ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИКОНАННЯ  
КОМПЛЕКСНИХ ПРАКТИЧНИХ ІНДИВІДУАЛЬНИХ ЗАВДАНЬ  
(КПІЗ)  
ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ  
ЗРАЗОК ОФОРМЛЕННЯ ТИТУЛЬНОЇ СТОРІНКИ  
ОСОБЛИВОСТІ ПРЕЗЕНТАЦІЇ АНГЛІЙСЬКОЮ МОВОЮ  
PRESENTATIONS  
ГДЛОСАРІЙ  
РЕКОМЕНДОВАНІ ДЖЕРЕЛА ІНФОРМАЦІЇ

## **МЕТА Й ЗАВДАННЯ ВИВЧЕННЯ ДИСЦИПЛІНИ «БІЗНЕС-КОМУНІКАЦІЯ (АНГЛ.МОВОЮ)»**

### **Мета вивчення дисципліни**

Навчальна дисципліна «Бізнес-комунікація (англ. мовою)» є обов'язковою навчальною дисципліною у системі професійної підготовки філологів та входить до циклу професійної підготовки фахівців освітнього рівня бакалавр за спеціальністю 035 Філологія та спеціалізацією 035.041 Германські мови та літератури (переклад включно), перша - англійська.

Ця навчальна дисципліна покликана збагатити студентів філологів та перекладачів знаннями міжнародного ділового спілкування англійською мовою, навчити зіставляти та аналізувати численні лінгвістичні і екстралінгвістичні явища, робити коректний вибір варіантів посередницької мовленнєвої поведінки та приймати відповідні комунікативні рішення у міжкультурному бізнес-середовищі.

Метою викладання дисципліни є підготовка філологів-перекладачів як мовних посередників у сфері міжнародної ділової комунікації, здатних до постійного вдосконалення професійної компетентності лінгвіста-перекладача.

### **Найменування та опис компетентностей, формування**

### **котрих забезпечує вивчення дисципліни.**

- Здатність спілкуватися іноземною мовою.
- Здатність застосовувати знання у практичних ситуаціях.
- Здатність вільно, гнучко й ефективно використовувати мову(и), що вивчається(ються), в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя.
- Здатність до організації ділової комунікації.

### **Результати навчання**

- Вільно спілкуватися з професійних питань із фахівцями та нефхівцями державною та іноземною(ими) мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації.
- Співпрацювати з колегами, представниками інших культур та релігій, прибічниками різних політичних поглядів тощо.
- Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.
- Використовувати мову(и), що вивчається(ються), в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя.

## **ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИКОНАННЯ КОМПЛЕКСНИХ ПРАКТИЧНИХ ІНДИВІДУАЛЬНИХ ЗАВДАНЬ**

Комплексна, творча, науково-навчальна, дослідницька робота з дисципліни можлива лише як результат організації самостійного навчання за допомогою ефективної системи самоосвіти. Крім того, така робота повинна бути індивідуалізованою з врахуванням рівня творчих можливостей студента, його навчальних здобутків, інтересів, навчальної активності тощо.

Індивідуальне завдання є однією з форм самостійної роботи студента, яка передбачає створення умов для повної реалізації його творчих можливостей, застосування набутих знань на практиці.

Виконання індивідуальних завдань з дисципліни «Бізнес-комунікації англійською мовою» є однією з основних складових самостійної роботи студента, яка призначена для закріплення теоретичних знань і набуття практичних навичок. Індивідуальне завдання виконується студентом самостійно з наданням при необхідності консультацій викладачем.

Індивідуальне завдання для студентів денної форми навчання передбачає підготовку реферату, презентації, огляду літературних джерел, виконання наукового дослідження.

Практична реалізація такого принципу навчання пов'язана із використанням в навчальному процесі індивідуальних навчально-дослідних завдань. Комплексне практичне індивідуальне завдання

(КПЗ) є видом позааудиторної самостійної роботи студента навчального, навчально-дослідницького характеру, яке використовується в процесі вивчення програмного матеріалу навчальної дисципліни і завершується разом із складанням заліку чи іспиту із даної навчальної дисципліни.

Метою КПЗ є самостійне вивчення частини програмного матеріалу, систематизація, поглиблення, узагальнення, закріплення та практичне застосування знань студента з навчальної дисципліни *“Бізнес-комунікації та переклад”* та розвиток навичок самостійної роботи. Індивідуальні завдання повинні формувати вміння студентів самостійно працювати над рекомендованим матеріалом, критично мислити, висловлювати і захищати власну точку зору, орієнтувати студентів на засвоєння та закріплення головного, суттєвого при вивченні тем програми, розвивати самостійне мислення, навички розумової праці та вміння використовувати отримані знання у професійній діяльності. Індивідуальна робота студента є засобом оволодіння навчальним матеріалом самостійно у вільний від обов’язкових навчальних занять час.

Основна мета індивідуальних завдань – удосконалити мовні та мовленнєві навички, систематизувати їх та сформувати розуміння комунікативних особливостей фаху у міжнародному контексті. Індивідуальні завдання націлені на формування таких іншомовних компетенцій: 1) граматичної; 2) лексичної; 3) соціолінгвістичної; 4) лінгвокультурної; 5) прагматичної. Важливо також сформувати навички роботи з правописом, довідковою літературою та електронними ресурсами для усного та писемного спілкування у

професійній та академічній сфері. Метою виконання КПЗ є продемонструвати вміння вести належний пошук, здатність критично оцінити та інтерпретувати складні моделі поведінки людей в організаційних умовах, а також переконливо довести свої аргументи до слухача (читача). Виконується КПЗ згідно з вимогами і правилами, доведеними до студентів заздалегідь у формі презентацій і є одним із обов'язкових складових залікового кредиту. Тема КПЗ видається студенту в перші два тижні навчання та виконується упродовж семестру відповідно до встановленого графіку, дотримання якого є необхідною передумовою допуску до здачі модулів.

### **ЗАВДАННЯ КПЗ З ДИСЦИПЛІНИ «БІЗНЕС-КОМУНІКАЦІЯ»**

Сукупність стійких провідних мотивів, що орієнтують студентів на творчу роботу і виражають їхнє бажання самовдосконалюватись, фахово зростати в обраній ними галузі, дозволяють зрозуміти існування тісного взаємозв'язку між бізнес-комунікацією, перекладом і майбутньою професією, завдяки чому вони за допомогою іноземної мови мають можливість примножувати й поглиблювати свої знання за спеціальністю.

Виконання КПЗу передбачає презентацію інформації на одну з таких тем.



1. Відомі перекладачі світу.
2. Нобелівські лауреати в галузі філології
3. 10 книг Нобелівських лауреатів, перекладених українською мовою.
4. Бізнес-комунікації та їх роль в управлінні компанією
5. Міжкультурна різноманітність та корпоративна культура
6. Бізнес-комунікації: цілі, засоби, види, досягнення результатів
7. Особливості переговорного процесу в країнах Америки.
8. Особливості переговорного процесу в країнах східної та центральної Європи.
9. Особливості переговорного процесу в країнах Азії.
10. Ділова етика, етикет і культура у сфері ділових міжкультурних комунікацій.
11. Презентація навичок ділових комунікацій при оформленні на роботу.
12. Проведення семінарів та конференцій, симпозіумів, ведення протоколів.
13. Онлайн бізнес-комунікація: технології, цілі, засоби, досягнення результатів.
14. Лексико-граматичні та стилістичні особливості англомовного контракту.
15. Особливості перекладу фінансової документації зовнішньоекономічної діяльності підприємства.
- 16.** Лінгвістичні та екстралінгвістичні характеристики різних видів офіційно-ділового документа.

17. Укладання офіційно-ділової кореспонденції. Типові вирази для ділового письма різної прагматичної спрямованості.

18. Структура й зміст ділового листа англійською мовою.

19. Оформлення ділового листа, конверту. Особливості англійської пунктуації та її функціональні можливості в офіційно-діловому письмі.

20. Види міжнародних документів і дипломатичної кореспонденції.

21. Переклад, реферування та композиція міжнародних документів і дипломатичної кореспонденції.

22. Елементи граматики англійської мови: частини мови, члени речення, типи речень.

23. Граматика англійського дієслова: типи дієслів (лексичні, допоміжні, модальні), правильні та неправильні дієслова, категорії часу, стану та виду.

24. Граматичні категорії англійського іменника, артикля та займенника

25. Граматичні категорії англійського прикметника та прислівника.

26. Граматичні особливості складнопідрядних та складених речень англійської мови.

27. Складносурядні та складнопідрядні речення англійської мови: способи та типи зв'язку.

## **ЗРАЗОК ОФОРМЛЕННЯ ТИТУЛЬНОЇ СТОРІНКИ**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Західноукраїнський національний університет  
Навчально-науковий інститут міжнародних відносин ім. Б.Д.  
Гаврилишина  
Кафедра іноземних мов та ІКТ

КПІЗ  
з дисципліни «Бізнес-комунікація (англійською)»

на тему:

**WELL-KNOWN WORLD TRANSLATORS**

Виконала:

Студентка групи БКП 41

ООО Л.Л.

Перевірила:

доцент, к. філол. н.

Рибачок С.М.

Тернопіль – 202--

**ОСОБЛИВОСТІ ПРЕЗЕНТАЦІІ АНГЛІЙСЬКОЮ  
МОВОЮ  
PRESENTATIONS**

1. Presentation technique and preparation
2. The audience
3. Using visual aids
3. Structure
1. Presentation technique and preparation

*A presentation* is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting, briefing a team or getting a point across in a video conference.

To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

A presentation requires you to get a message across to the listeners and will often contain a '*persuasive*' element. It may, for example, be a talk about the positive work of your organisation, what you could offer an employer, or why you should receive additional funding for a project. Presentations skills and public speaking skills are very useful in many aspects of work and life.

Developing the confidence and capability to give good presentations, and to stand up in front of an audience and speak well, are also extremely helpful competencies for self-development and social situations.

The formats and purposes of presentations can be very different, for example: oral (spoken), multimedia (using various media - visuals, audio, etc), powerpoint presentations, short impromptu presentations, long planned presentations, educational or training sessions, lectures, and simply giving a talk on a subject to a group on a voluntary basis for pleasure. Yet every successful presentation uses broadly the essential techniques and structures.

*The text below contains several recommendations for giving effective presentations. Scan the text to match the seven points below to the right paragraph, a-g. You do not have to read the text in detail.*

1. Choose visuals to support the presentation.
2. Have a simple, clear structure.
3. Show enthusiasm.
4. Use PowerPoint.

5. Making informal presentations.

6. Consider the audience.

7. Dealing with nerves.

a ) The key to a successful oral presentation is to keep things simple. I try to stick to three points. I give an overview of the points, present them to the audience, and summarize them at the end.

b) My purpose or desired outcome, the type of audience, and the message dictate the formality of the presentation, the kind of visuals, the number of anecdotes, and the jokes or examples that I use. Most of my presentations are designed to sell, to explain, or to motivate. When I plan the presentation, I think about the audience. Are they professionals or nonprofessionals? Purchasers or sellers? Providers or users? Internal or external? My purpose and the audience mix determine the tone and focus of the presentation.

c ) When I make a presentation, I use the visuals as the outline. I will not use notes. I like to select the kind of visual that not only best supports the message but also best fits the audience and the physical location. PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals I use.

d) PowerPoint and slide presentations work well when I am selling a product or an idea to large groups (15 people or more). In this format, I like to use examples and graphs and tables to support my message in a general way.

e) In small presentations, including one-on-ones and presentations where the audience is part of the actual process, I like transparencies or flip charts. They allow me to be more informal.

f ) I get very, very nervous when I speak in public. I handle my nervousness by just trying to look as if, instead of talking to so many people, I'm walking in and talking to a single person. I don't like to speak behind lecterns. Instead, I like to get out and just be open and portray that openness: 'I'm here to tell you a story.'

g) I try very hard for people to enjoy my presentations by showing enthusiasm on the subject and by being sincere. I try not to use a hard sell - I just try to report or to explain - and I think that comes across. In addition, it helps that I am speaking about something that I very strongly believe in and something that I really, really enjoy doing.

*Luis E. Lamela, From Business and Administrative Communication by Kitty Locker, Irwin McGraw-Hi*

## **2. The audience**

Holding the audience's attention

You're lost if you lose your audience

*Clear objectives, clear plan, clear signals: the secrets of presentation success*

Remember that what you are saying is new to your audience. You are clear about the structure of your talk, but let your audience know when you are moving on to a new point. You can do this by saying something like “right”, or “OK”. You can also use some of the following expressions:

“I'd now like to move on to...”

“I'd like to turn to...”

“That's all I have to say about...”

“Now I'd like to look at...”

“This leads me to my next point...”

### *A Friendly Face*

When you stand up in front of that audience, you’re going to be really nervous.

Poor speakers pay little or no attention to their audience as people. Big mistake.

If you can see your audience as a group of individuals, you’ll be much more likely to connect with those individuals.

Start looking around your audience. See that big guy with his arms folded and an ‘impress me’ look on his face? Best not to look at him too much. How about that lady with the big smile, looking encouragingly towards you? OK, that’s your mother, she doesn’t count. But that other lady with a similar smile is someone you don’t know. But from now on she’s your ‘friend’. Every time that you need any encouragement, look in her direction. Make good eye contact. Establish a form of communication between you.

And now you’ve found one ‘friend’, you’ll begin to see others in the audience. Pick out ‘friends’ all round the room. If you see an ‘impress me’ person and get discouraged, switch your view back to one of your ‘friends’.

Once you are aware that there are people in your audience who want you to succeed, you’ll be much more likely to succeed.

### *Dealing with Nerves*

Almost everybody is nervous when they stand up to speak. There’s no shame in being nervous. However, if you are too nervous, your anxiety will spread to your audience, making them nervous in turn.



So how can you stop yourself from feeling too nervous? Here are a few tips.

1. Don't get hung up about being nervous. It's a normal human reaction. Don't make yourself more nervous because you're nervous.

2. Walk off your excessive nervousness. If possible, walk outside and get some fresh air at the same time. But a walk down the corridor is better than no walk.

3. Don't let your legs go to sleep. Keep the blood supply moving. Keep both feet on the floor and lean forward. Wiggle your toes. If you can stand up without disturbing anybody, do so.

4. Work your wrists, arms and shoulders to get the tension out of them. Gentle movements, not a major workout, will remove that tension.

5. Work your jaw. Gentle side-to-side or circular motion will help to loosen it.

6. Repeat positive affirmations quietly to yourself. "I am a good presenter." It may seem corny but it works.

7. Above all, breathe deeply. Make sure your stomach is going out when you breathe in.

Don't be self-conscious about these warm-up activities. Most good speakers do them. Most people won't even notice that you are doing them. They're here to hear you speak, they're not interested in what you do when you are not in the limelight.

### *Stand Up When You Speak*

For most purposes, when you give a presentation you should stand. Not clutching the back of your chair for support, not leaning against the podium but two feet on the floor facing your audience.

There are times when sitting is right. When it's an informal discussion, for example, where everybody is to contribute. But most of the time you need to stand.

- You can move around the room. This has the simple effect that people will look at you, not shut their eyes and drift off

- You can make eye contact with everybody

- You can reach all your props and teaching material easily

- You're involving your whole body in the presentation. Many people think this makes it more memorable.

- You're sending out the signal to the participants that 'this will be short'. Only a few self-obsessed people stand up in front of audiences for longer than they need to. And you're not one of those, are you?

The worst part of standing up is the actual standing up. Most people don't feel at ease as they get out of their chair and walk forward to their speaking position. Here are a couple of tips.

- As you're waiting, keep your feet flat on the floor. Don't have them crossed. Trust me, getting up and walking will be so much easier.

- Decide in advance where you are going to stand. Focus on that spot

- Walk forward briskly and confidently.

And that's how you become a stand up sort of person.

### **3. Using Visual Aids**

If you are using index cards, putting the link on the cards will help you remember to keep the audience with you. In addition, by glancing at

your index cards you will be pausing – this will also help your audience to realise that you are moving on to something new.

The great danger (in using visual aids) is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. The visual aid needs you, your interpretation, your explanation, your conviction and your justification.' Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough to just read text from a visual aid. There are many advantages to the correct use of visual aids. They can show information which is not easily expressed in words or they can highlight information. They cause the audience to employ another sense to receive information, they bring variety and therefore increase the audience's attention. They save time and they clarify complex information.

1. For printed visual aids with several paragraphs of text, use serif fonts for quicker readability.

2. For computer and LCD projectors use sans serif fonts, especially if the point size (letter size) is quite small.

3. Arial is a sans serif font. Times is a serif font. (A serif font has the extra little cross-lines at the ends of the strokes of the letters.)

4. Extensive sections of text can be read more quickly in serif font because the words have a horizontal flow, but serif fonts have a more old-fashioned traditional appearance than sans serif, and so stylistically can seem old-fashioned, which does not fit certain presentations.

5. If you need to comply with a company/corporate typeface (font/letter design) you'll maybe have no choice of lettering style. If you are creating and delivering the presentation for a company or organization of any sort then ask if there is a recommended/compulsory 'house' typeface, and if so, then use it, along with corporate colour/color schemes and branding. Marketing departments usually keep this information.

6. Generally try to use no more than two different typefaces (fonts) and no more than two size/bold/italic variants, or the text presentation becomes confused and very distracting to read quickly and easily.

7. Whatever - try to select fonts and point sizes that are the best fit for your medium and purpose.

8. If in doubt simply pick a good readable serif font and use it big and bold about 20-30pt for headings, and 14 - 16 point size for the body text.

9. Absolutely avoid using upper case (capital letters) in lots of body text, because people need to be able to read word-shapes as well as the letters, and of course upper-case (capital letters) makes every word a rectangle, which takes much longer to read, and becomes uncomfortable and tiring. Upper-case is acceptable for short headings if you really must use it, but even for headings lower-case lettering is best. If you want to emphasise some words or headings then increase the point (letter) size in headings, or **embolden the words** in the body text. Also use phrasing/wording that is easy to understand quickly.

#### **4. Structure**

## *The Introduction*

In any presentation the beginning is crucial. Certainly some things are essential in an introduction and others are useful. Here is a list of what could be included in an introduction. Mark them according to how necessary they are using the following scale:

Essential Useful Not necessary

Subject / Title of talk.

Introduction to oneself, job title, etc.

Reference to questions and / or discussion.

Reference to the programme for the day.

Reference to how long you are going to speak for.

Reference to using PowerPoint.

The scope of your talk: what is and is not included.

An outline of the structure of your talk.

A summary of the conclusions.

In modern English, Presentations tend to be much less formal than they were even twenty years ago. Most audience these days prefer a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

1. Get people's attention
2. Welcome them
3. Introduce yourself
4. State the purpose of your presentation
5. State how you want to deal with questions

**Get people's attention**

If I could have

**Welcome them**

Welcome to Microsoft.

everybody's attention.

If we can start.

Perhaps we should begin?

Let's get started.

Thank you for coming today.

Good morning, ladies and gentlemen.

On behalf of Intel, I'd like to welcome you.

### **Introduce yourself**

My name's Jane Shaw. I'm responsible for travel arrangements.

For those of you who don't know me, my name's Tom Stotter.

As you know, I'm in charge of public relations.

I'm the new Marketing Manager.

### **REHEARSAL FOR PRESENTATION**

1. Beginners have to practice actual delivery of the presentation. No matter how time and care you have spent on preparing the text, the delivery is largely responsible for the success of the presentation.

2. Rehearsal enables you to test if the language and style are suitable for speech. Reading out aloud is not enough. Only an attempt to deliver it to an audience will show whether the words are natural and comfortable in speech.

3. Practice till you are conversationally comfortable with the material.

4. Practice also helps to check the timing.

5. In the beginning, the written text will be longer than

required for the given time. If you are a beginner, you should practice speaking out several times.

6. First practice in front of a mirror, then practice in any helpful audience that can be collected, such as a group of close friends or family who will give useful feedback.

7. It is worth making full dress rehearsal for your comfort.

8. Never learn the speech by heart, it creates dependence, and if you forget even a single word it can cause you great confusion.

### TIPS FOR AN EFFECTIVE PRESENTATION

1. Know your audience. They have a complex level of intellectual and emotional development and they have come to your presentation because of the practical applications of the information that you will provide. They do not like to be lectured but want experts to facilitate their learning. They do not like someone saying that the time allotted is inadequate for a thorough treatment of the topic, nor are they interested in not-so-subtle sales pitches.

2. Preview, present and review. Open with an overview of what you plan to present. Tell them why each section is important. Demonstrate with examples from your experience, and close with a summary of what you just covered in the presentation.

3. Relevant humour can be very helpful. However, the objective is to give technical information and not just to get laughs.

4. Do not read directly from the text or from your slides, it is a sure way to put your audience to sleep.

5. Make eye contact with all groups in the room.
6. Remember the language barriers and speak slowly and clearly into the microphone.
7. Maintain a rapid pace with control. Do not appear rushed or that you have to get through everything quickly. Use charts, graphs and other slides to enhance your talk.
8. When showing transparencies, stand near the projector facing the audience. Use a pencil or pen to highlight or point out objects of interest on the transparency. Do not face the screen because by doing so you will have your back to the audience.
9. When making a PowerPoint presentation (which the audience expects these days) on multi-media projectors, do not stand in the way of your audience and the screen.
10. Keep copy to a minimum of not more than 6–7 words per line and not more than 6–7 lines per visual. Each visual should be crisp, dynamic and pithy, the text tight and bright.
11. Keep copy simple, use several different visuals, each presenting one key point or relationship.
12. Disclose information progressively, so that attention is fixed and the audience does not jump to conclusions. Use suspense.
13. Produce special work rather than copy from existing diagrams, illustrations, and technical drawings. Use colour visuals.
14. Use pictures, graphs, and charts, in preference to words. Remember, the easiest charts to follow (bar charts and pie charts).
15. Use a large lettering size that will be legible from the back row.



16. Do not rush through the visuals and do not leave a visual on the screen after discussion on it is finished.

17. As a rule of thumb, figure on four visuals for every ten minutes of discussion.

18. If you have pictorial slides that are full of colour, bring them on a carousel in advance and have a dry run before your presentation.

19. Do not pass material around, it can be distracting.

20. Encourage questions (early participation). Give a pause. Wait patiently through the silence, use it to your advantage for eliciting questions. Someone will surely break the ice. Repeat and rephrase questions.

21. Many people in the audience have industrial experience. Gear your presentation to their experience. Rephrase your comments from "The way we did it...." to "this is why we did it so...." and "you can utilize this concept by....". You will be more apt to influence the audience by starting your presentation in their terms and from their perspective.

22. Do not apologize by saying, "I could not prepare" or "I am a last-minute replacement for so and so".

23. Involve your audience in discussion and make an assessment of whether or not the message of your presentation has been received. If not, explain the parts, which are not clear.

24. Show enthusiasm, have fun.

## USEFUL EXPRESSIONS

## 1. How to Introduce Yourself and Your Topic

If some people in the audience don't know who you are, you should introduce yourself and your position.

In a more formal setting, you could say something like this:

*Good morning everyone. For those who don't know me, my name's Simon, and I work in the marketing department.*

*Hello everybody. Before we begin, let me introduce myself briefly: I'm Reese and I'm the head of HR.*

If you work in a more informal company, you could say:

*Hi guys; if you don't know me, I'm Sylvia and I work in digital marketing.*

*Hello! I see some new faces, so I'll introduce myself first: I'm Julia and I'm one of our customer service team.*

Next, you need to introduce your topic.

If your presentation topic is simpler, you could just say one sentence, like this:

*Today, I'm going to be talking about our new HR policies and how they affect you.*

*I'd like to talk to you today about quality control and why we're all responsible for quality control, whichever [department](#) you work in.*

If your topic is more complex, you might add more detail to break your idea into stages. For example:

*Today, I'm going to be talking about our new HR policies and how they affect you. I'll begin by outlining the policies, and then I'll go on to highlight what they mean for you and your working habits. Finally, I'll briefly discuss why we feel these new policies are necessary and*

*beneficial for us all.*

Here's another example:

*I'd like to talk to you today about quality control and why we're all responsible for quality control, whichever department you work in. First of all, I'll explain why 'quality control' has a broader meaning than you might expect. I'll continue by giving examples of real quality control, and why this matters for all of us. To finish, I'll be asking you to think of ways you can incorporate quality control into your working habits.*

Here, you saw two examples. You can use these as templates to begin your presentation:

*I'll begin by... and then I'll... Finally, I'll...*

*First of all, I'll... I'll continue by... To finish, I'll...*

*Okay, now you can practice! We'd like you to do two things.*

*First, practice introducing yourself informally, and explaining your topic in a simple way, with one sentence.*

Then, practice introducing yourself formally, and explaining your topic in a more detailed way.

## 2. How to Make a Strong Start

I'm sure that in your life, you've heard good speakers and bad speakers.

Good speakers grab your attention and don't let go. You want to hear what they have to say. You feel interested and energised by listening to them.

Bad speakers are the opposite. Even if you try to make yourself listen, you find that your attention drifts away. Your eyelids feel heavy, and you have to struggle to stay awake.

So, here's a question: what's the difference between good speakers and bad speakers? And, how can you make sure you speak effectively when you make your presentation in English?

Here's one way to think about it: bad speakers don't think they have to earn your attention. Good speakers understand that no one has to listen to them, so they work hard to make you want to pay attention.

What does this mean for you, and your presentation?

Getting people's attention starts from the beginning. You need to make it clear what people should expect from your presentation, and why they should care about what you have to say.

Sounds like a nice idea, but how do you do this?

Here are three techniques you can use.

One: establish a problem which many people in your audience have. Then, establish that you have a solution to their problem.

For example:

*Have you ever felt unfairly treated at work, or felt that the work you do isn't appreciated? We've been working to design new HR policies that will make sure all staff get fair recognition for their contribution to the company.*

In this way, you take a boring-sounding topic like HR policies, and you make it more relevant to your audience. How? By connecting it with their experiences and feelings.

The second technique? Mention an interesting fact, or a surprising statistic to get people's attention.

*For example:*

*Did you know that the average office worker spends eight hours a*

*day at work, but only does four hours of productive, useful work? I'm here to tell you about 'quality control', and how you can use this idea to make better use of your time.*

Finally, you can engage people by [telling a short story](#) and connecting it to your topic. Stories are powerful, and they can add an emotional dimension to your topic if you do it well. For example:

*I once met a young salesman—I won't mention his name. He spent several weeks building a relationship with a potential client. He worked overtime, and he was working so hard that he was under severe stress, which started to affect his personal life. In the end, he didn't close the deal—the clients signed with another firm. Today, I'm going to talk about confidence as a sales tool, and how you can avoid the traps that this young man fell into.*

Use one of these three techniques in your introduction to connect with your audience and show them why they should be interested in what you have to say.

Here's a question for you: which technique would you prefer to use, and why?

Okay, now you've introduced your topic and you have everyone's attention. What next?

### 3. Using [Signposting](#) Language

There's a famous quote about making presentations:

“Tell the audience what you're going to say; say it, and then tell them what you've said.”

Have you heard this before? Do you know who said it?

So, here's a question: what does the quote mean?

It means that your presentation shouldn't just give information. You also need to show people how your information is organized.

To do this, you need signposting language.

Let me give you an example to explain.

*Imagine you go to a website. The website is full of really useful, interesting information. But, the information is all on one page. There's no organization, and you have to scroll up and down, up and down this huge page, trying to find what you need. Would you stay on that website?*

Probably not. You'll find a website which makes it easier for you to find the information you need.

What's the point here?

The point is that having interesting or relevant information is not enough. How you structure and organize your information is equally important.

If you don't structure your presentation clearly, people won't pay attention, just like you won't stay on a website if you can't find the information you want.

So, how can you do this?

You use signposting language. This means using words and phrases to show the audience where your points begin and end, to show what's coming next, and to remind them about things you talked about before.

Okay, that covers the new policies. Next, I'd like to move on and discuss what these policies mean for you.

Now that you've heard a bit about what not to do, let's focus on

positive advice to help you be more effective salespeople and close more of your leads.

When you say something like this, you aren't giving people information about the topic of your presentation. Instead, you're showing people where you are, and where you're going next.

It's a kind of signpost. You don't need signposts to travel from one place to another, but they can make it easier.

What else can you use signposting language for?

You can use signposting language to move from one point to the next. For example:

*Next, I'd like to talk about...*

*Let's move on and discuss...*

*At this point, I'd like to turn to...*

*You can use signposting language to add detail to an idea:*

*Let me go into some more detail about...*

*Let's examine ... in more depth.*

*I'd like to elaborate on...*

You can use signposting language to show that you've finished your main points, and you've reached your conclusion:

*To wrap up, let's remind ourselves of why this should matter to everyone here.*

*Let's review the key points from this session.*

*So, you've heard what I have to say. What conclusions can you take away from this?*

If you have an important presentation in English, practice using signposting language.

Use signposting language to move between points, to show when you're giving a summary or going into more detail, and to signal that you've reached your conclusion.

#### 4. Dealing With Problems

Imagine you're making your presentation in English. What could go wrong? What problems could you have?

There are many common problems:

You might forget where you were, or forget an important word. You might realise that you said something wrong, or you didn't explain something clearly.

You might forget to mention something important. Or, someone might ask you an awkward question, which you have no idea how to answer.

Of course, there are other possibilities!

Let's think about these problems. What can you do, and more importantly, what can you say in these situations?

First of all, it's a good idea to make a cue card with key points, as well as any important vocabulary you need. If you lose your place, or you forget a word, it could help.

However, you can't prepare for everything. So, it's useful to learn some phrases to deal with problems smoothly.

If you lose your place, and can't remember what to say next, you can use a filler phrase like:

*Where was I?*

*So, what was I saying?*

*What's the word in English again?*



If you still can't remember, look at your cue card with your main points.

Of course, forgetting something isn't ideal. But, if you do, it's better to keep talking, rather than just standing there in silence.

What if you make a mistake, or you realise that you didn't explain something well?

You could say:

*Let me rephrase that.*

*Actually, what I meant to say is...*

*To clarify, I wanted to say that...*

In this way, you can correct yourself without admitting that you made a mistake!

What if you realise that you forgot to mention something important?

*Use a phrase like this:*

*Let me just add one more thing:...*

*I'd like to add something to a point we discussed earlier.*

*Let me return to an earlier point briefly.*

Again, this allows you to correct your mistake in a confident way, so you look like you're in control.

Finally, what do you do if someone asks you a difficult question, which you can't answer?

You have a few options. First, you can delay giving an answer. For example:

*I've allocated time for questions at the end of this session, so we'll address your idea later.*

*I'm not in a position to answer that right now, but I'll get back to you later this week.*

This gives you time to think of an answer and do some research if you have to!

Next, you can deflect the question, by asking a question back, or maybe by asking other audience members what they think. For example:

*That's an interesting question. Before I answer, I'd like to know: what's your take on this?*

*You've raised an important point there. What does everyone else think about this?*

Finally, if the question is irrelevant, you can dismiss the question and move on. For example:

*Thanks for your input, but I don't see how that's connected to what I'm saying.*

*I don't mean to be blunt, but I don't think that's relevant to today's discussion.*

Notice how you can use phrases like thanks for your input, but... or I don't mean to be blunt, but... to make your language more indirect and polite.

So, for dealing with difficult questions, just remember the three d's: delay, deflect, dismiss!

## ГЛОСАРИЙ

## GLOSSARY

### ambiguity

a term that describes an obscure or inexact meaning

### anecdote

a short amusing or instructive story about a real incident or person

### asynchronously

when two or more events do not happen at the same time (e.g. the recording of the presentation and the viewing of the presentation)

### cite

Provide an in-text citation (with author and date information) along with a reference entry (containing complete retrieval information) to tell the reader the original source of the information used.

### Cross-cultural competence

the ability to communicate effectively with people from different cultural groups based on cultural knowledge, understanding, skill, and attitude

### ellipsis

An ellipsis is three dots: ... When used in academic writing, these dots signify that something has been removed from a direct quote.

### empathy

the ability to understand and share the feelings of another.

### ethnocentrism

evaluation of other cultures according to preconceptions originating in the standards and customs of one's own culture.

## gobbledegook

nonsense

## jargon

special vocabulary for a group, trade, profession, or sphere of activity; words that only people in a certain profession understand

## letterhead

A printed heading on a company stationary, containing the company's name, address, telephone number, and, if applicable, website, fax, number, and logo.

## multicultural

relating to or constituting several cultural or ethnic groups within a society

## parallel

In grammar, parallelism, also known as parallel structure or parallel construction, is a balance within one or more sentences of similar phrases or clauses that have the same grammatical structure. The application of parallelism affects readability and may make texts easier to process.

## paraphrased

Taking information from a source and rewriting it in your own words, especially to achieve greater clarity and cohesion in written work. Not to be confused with patchwriting or direct quoting. Paraphrases must accurately convey the original author's meaning but must use different words and different sentence structures.

## parentheses

also known as round brackets: ( )

## passive

relating to a voice of verbs in which the subject undergoes the action of the verb (e.g., they were killed as opposed to he killed them). The opposite of active.

### patchwriting

This is a type of plagiarism that results when someone has tried to paraphrase some information from a source but has not really put the information into their own words. A common example is when a person has just changed a few words from the original; just using a few synonyms is not paraphrasing - it is patchwriting. Patchwriting is not permissible in college writing.

### Phrasal verbs

a verb that combines with one or more prepositions to deliver its meaning

### plagiarism

the practice of taking someone else's work or ideas and passing them off as one's own.

### prejudice

preconceived opinion that is not based on reason or actual experience

### pronouns

words that replace or refer to nouns (eg he/she/it/they)

### quoted

Using the exact words from a source. Quoted material must be placed in "quotation marks" to show that it is a direct quote and not a paraphrase.

Direct quotes (and paraphrases) need to be cited to avoid plagiarism.

### Quoting

### rhetorical

a question asked in order to create a dramatic effect or to make a point rather than to get an answer.

#### source

A source is a source of information. Secondary sources, which is mainly what you will use for college assignments like research papers and essays, can be websites, podcasts, videos, newspaper articles, journal articles, textbooks - even lectures.

#### stance

a writer's position, or opinion, on their topic

#### stereotype

a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

#### support

Supporting points are the main reasons that explain your point of view on a topic. In a research paper, support should be facts and opinion of experts that you have located from reliable sources. In reflective writing, support might include your personal experiences.

#### synonyms

a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example shut is a synonym of close

#### tolerance

the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with

#### transgender

Transgender people have a gender identity or gender expression that differs from the sex that they were assigned at birth. Some transgender people who desire medical assistance to transition from one sex to another identify as

transsexual. Transgender, often shortened as trans, is also an umbrella term; in addition to including people whose gender identity is the opposite of their assigned sex, it may also include people who are non-binary or genderqueer. Other definitions of transgender also include people who belong to a third gender, or else conceptualize transgender people as a third gender.

#### treaty

a formally concluded and ratified agreement between nations.

#### voice

a term that describes a verb's ability to show whether the subject of a sentence acts or is acted upon

## РЕКОМЕНДОВАНИ ДЖЕРЕЛА ІНФОРМАЦІЇ

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