

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ
КАФЕДРА ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ (Частина 1)

для самостійної роботи з дисципліни

ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ

(для здобувачів 3 року навчання СО «Бакалавр»,
факультету історії та міжнародних відносин спеціальності
«Міжнародні відносини, суспільні комунікації та регіональні студії», на
текстовому матеріалі монографії *“The Power Presenter: Technique, Style, and
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ПЕРЕДМОВА

Самостійна робота здобувачів є необхідною умовою підготовки висококваліфікованих фахівців, ключовим елементом у процесі самовдосконалення та невід’ємною частиною безперервного навчання (Lifelong learning). Мета самостійної роботи полягає у формуванні умінь систематизувати, планувати, контролювати й регулювати свою діяльність без допомоги й контролю викладача.

Представлений методичний посібник призначений для самостійної роботи здобувачів 3 року навчання СО «Бакалавр» факультету історії та міжнародних відносин ДонНУ імені Василя Стуса спеціальності «Міжнародні відносини, суспільні комунікації та регіональні студії» в межах курсу «Іноземна мова професійного спрямування». Високий рівень володіння англійською мовою є визначальною складовою ефективною навчальною та науковою діяльністю майбутніх фахівців у галузі міжнародних відносин. Рекомендовані завдання розроблені на текстовому матеріалі монографії *J. Weissman “The Power Presenter: Technique, Style, and Strategy from America’s Top Speaking Coach”, Chapters 1-6* (2009).

Посібник складається з шести розділів і охоплює такі актуальні теми, як: «*YOUR ACTIONS SPEAK LOUDER THAN YOUR WORDS*», «*THE CRUCIAL TASK: CREATING AUDIENCE EMPATHY*», «*THE BUTTERFLIES IN YOUR STOMACH*», «*HOW TO PREPARE YOUR CONTENT: THE SEVEN STEPS OF STORY DEVELOPMENT*», «*YOU CAN BE A POWER PRESENTER – CHARISMA NOT REQUIRED*», «*THE MENTAL METHOD OF PRESENTING : MAKE THE BUTTERFLIES FLY IN FORMATION*».

Кожен розділ містить завдання для контролю та самоконтролю різних типів, що є, головне, пов’язаними з питаннями лексикології, граматики та перекладу: проблемні запитання до змісту відповідного розділу монографії, вправи на словотворення, заповнення пропусків, вправи на підстановку, корегування типових помилок у поданих текстових фрагментах, завдання на підбір релевантних до ключового слова синонімічних та антонімічних лексичних одиниць, завдання на виконання перекладу речень з використанням активної лексики конкретного розділу з української мови англійською, а також з англійської мови українською та ін. Наприкінці посібника подано контрольні тестові завдання, що дають змогу викладачеві оцінити рівень засвоєння концептуального матеріалу розділів 1-6. Посібник додатково містить список джерел для подальшого поглибленого читання з актуальних проблем, розглянутих у межах кожного окремого розділу монографії.

CHAPTER 1

YOUR ACTIONS SPEAK LOUDER THAN YOUR WORDS

Task 1. Comment upon the quote below relying on the key messages of the chapter under consideration:

“Speak (*verb*). To convey a message by nonverbal means: Actions speak louder than words.” (*The American Heritage Dictionary of the English Language Fourth Edition, 2000*).

Task 2. Answer the questions below, provide your reasons:

- 1) How can the concept of *audience advocacy* be defined?
- 2) What factors are considered a measure of how one’s audience responds to one intellectually?
- 3) What three V-s does the presenter transmit?
- 4) How can the relative impact of human dynamics query be described?
- 5) Why do you think a visual component predominates?
- 6) What does the abbreviation of IPO stand for according to the context of the Chapter under consideration?
- 7) Why was Ronald Reagan known as the “Great Communicator”?
- 8) What does the concept of *a pass-the-baton speech* mean?
- 9) Which V-constituent was dominating with Ronald Reagan?
- 10) Why was Khrushchev’s dramatic presentation at the UNO General Assembly so memorable?

Task 3. Consider the following statements *TRUE, FALSE, or NOT MENTIONED*:

- 1) One of the most important concepts the Author teaches his private clients is *Audience Advocacy*, a viewpoint that asks the presenter to become an advocate for their audience. _____
- 2) Yet *Audience Advocacy* does not apply equally to how your audience responds to you interpersonally as well as to the physical delivery of your story via your body language and your voice. _____
- 3) The presenter transmits a set of dynamics—human dynamics—that can be summed up in three V-s: Verbal, Voluminous, Visual. _____
- 4) The Author has extended “facial liking” to include the entire array of Verbal aspects: the eyes, features, head, hands, arms, and posture. _____

5) These dynamics are the Author’s variation of a widely known 1981 study called “Silent Messages,” conducted by Professor Albert Mehrabian of the Department of Psychology at the University of California, Los Angeles. The findings in “Silent Messages” were: *“Total liking = 55% verbal liking + 38% vocal liking + 7% facial liking.”* _____

6) No president in history of the United States achieved the level of popularity ratings that Bill Clinton did. _____

7) On September 23, 1968, a day at the height of the Cold War, Soviet Premier Nikita Khrushchev, the contentious leader of the Communist bloc, had come to New York to attend a session of the United Nations General Assembly. _____

8) In one incident, Dr. Sacks entered a ward to find most of the patients there watching President Kennedy deliver a speech on television and laughing at him hysterically. _____

9) On August 11, 1984, at the Republican National Convention in New Orleans, the assembled delegates in the enormous Louisiana Superdome, and the even more enormous prime-time television audience, watched enchanted as Reagan poured on the charm. _____

10) Ronald Reagan’s persona never radiated a subtle and irresistible charisma that held the national news media, the electorate—and every audience he ever faced—in his thrall. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|-----------------|--|---|
| 1 | forward | Ahead, in advance, | Backward (s) |
| 2 | priceless | Valuable; costly; expensive | Worthless, cheap |
| 3 | undoubtedly | Doubtless, without any doubt; no doubt that..... | doubtedly |
| 4 | positively | | Negatively, bad/badly, hard/hardly |
| 5 | suddenly | | |
| 6 | directly | | |
| 7 | real | | |
| 8 | brief | | |
| 9 | straight | | |
| 10 | dynamics | | |

Task 5. Match the definitions to the words below:

| | | | |
|----|---------------|----|--|
| 1 | advocacy | a. | an effect, or an influence; an occasion when one object hits another; the force with which one objects hits another. |
| 2 | interpersonal | b. | a piece of wood, plastic, or other material that is thin at one end and wider at the other and is pressed into a space to hold something in place or to force things apart; money (<i>informal</i>); a golf club with a thick flat head that slopes away from the ball; a shoe with a high heel that forms a solid unit with the bottom of the shoe. |
| 3 | transmitter | c. | more important than all other things; |
| 4 | impact | d. | likely or certain to happen very soon; |
| 5 | wedge | e. | a piece of electronic equipment used for sending radio, television, or telephone signals through the air; |
| 6 | primary | f. | strong public support for something; the act of pleading a case in court. |
| 7 | expend | g. | involving relationships between people; |
| 8 | paramount | h. | a very large quantity of something; |
| 9 | imminent | i. | to use time, energy, money etc doing something; |
| 10 | abundance | j. | most important; coming or happening before other things; in the first stage of development. |

Task 6. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 7. Read the paragraph below. Fill in the gaps using the words in the box:

<...> To bring these dynamics from the stage to the real world, try this simple exercise: Ask **a****or** friend to be your audience for a very brief presentation. Then step up to the front of the room and start to speak, but do so silently, moving your lips without using **your**..... **As** you do, slouch, put your weight on one foot,**your** hands deep into your pockets, and dart your eyes rapidly around the room. Next, suddenly, while continuing to move your **lips**....., stand up straight, look directly at your colleague, address all of your energies to him or her, and extend your hand toward that person, as if you were about to**hands**. Then stop the exercise and ask your trial audience member to react. Undoubtedly, the person **will****negatively** to the first part of your exercise and positively to the second.

The response will be solely to your Visual dynamics. For scientific**of this** phenomenon, we turn to David McNeill, professor emeritus, Departments of Psychology and Linguistics at the University of Chicago, who conducted studies in a subject he called, “..... **effects** of speech-mismatched gestures.” The subjects in the study were shown a videotape in which speakers told a story, but with gestures that differed oddly from the content. After the story, the subjects were asked to retell the story **from**..... The subjects described what they saw, rather than what they heard. They described the gestures, not the words.<...>

| | | | | | |
|----------------------|---------------|------------------|-------------------|----------------|---------------|
| communicative | thrust | silently | validation | respond | memory |
| | shake | colleague | voice | | |

Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> The most famous example of these art is seen in the work of one of the world’s greatest mimes, Marcel Marceau. For decade, Marceau captivate audiences around the globe with his wordless performance. One in particular was his portrayl of the ages man in piece called “Birth, Youth, Maturity, Old Age, and Death.” Mr. Marceau began the sequence curled up in the fetal position and then, slowly, in one unbroken sequence, opened and became a toddling infant. Continuing fluid, he stretched his limbs and the infant transformed into strapping young men, striding vigorous ahead in place. But soon his strides slow down, his shoulders hunch over, and he became an old man, doddering forward until he conclud in a shriveled ball, a mirror image of the fetl position at start. <...>

Task 9. Translate the following sentences into Ukrainian:

1) NASA expends millions of dollars and thousands of hours building a communications satellite. If the satellite is launched by a rocket that does not have sufficient boost, the satellite does not go into orbit.

2) Put equal emphasis on both sides of the equation, as much on your body language and your voice as on your story; as much on the messenger as on the message.

3) Then stop the exercise and ask your trial audience member to react. Undoubtedly, the person will respond negatively to the first part of your exercise and positively to the second. The response will be solely to your Visual dynamics.

4) Then step up to the front of the room and start to speak, but do so silently, moving your lips without using your voice. As you do, slouch, put your weight on one foot, thrust your hands deep into your pockets, and dart your eyes rapidly around the room.

5) Next, suddenly, while continuing to move your lips silently, stand up straight, look directly at your colleague, address all of your energies to him or her, and extend your hand toward that person, as if you were about to shake hands.

Task 10. Translate the following sentences into English:

1) Ми багато спілкуємось з людьми, які так чи інакше виступають перед клієнтами, захищають свої проєкти та продають ідеї. Тим дивніше чути, що далеко не всі користуються презентаціями. А ти, хто користується, роблять в ній багато помилок, а потім дивуються відсутності результату.

2) Здатність укласти цілісну та ефективну презентацію — важливе вміння, яке потрібне багатьом: підприємцю, фрилансеру, менеджеру, керівнику відділу продажів. Засновникам стартапу також вкрай важливо вміти гарно подати інформацію. Основна мета презентації — подати ідею, концепцію чи гідно представити бізнес тим, хто може вкласти свій час і гроші.

3) Коли ви створюєте презентацію, детальне розуміння того, які слайди мають в ній бути, допомагає зібрати всю інформацію в єдине ціле. А те, в якій програмі чи сервісі ви будете їх створювати — в *Power Point*, *Keynote*, *Презентаціях Google* — то вже похідне.

4) Намагайтесь зменшити кількість тексту, який потрапляє на слайди. Його має бути достатньо, щоб передати повідомлення. Краще розшифрувати все безпосередньо на захисті проєкту. Не треба створювати нудну скатертину з тексту, яку ніхто не захоче читати.

5) Вступний слайд — це перше, що люди побачать з вашої презентації. Це дійсно обличчя вашого виступу. Він має дві цілі: представити назву вашої компанії або вас особисто; сказати, чим займаєтесь, в одному реченні. Три головні вимоги до слайда: коротко, влучно і доречно. Додайте логотип, використайте фірмову кольорову гаму.

6) Кожна бізнес-пропозиція повинна розв'язувати проблему для свого цільового ринку. На малюнку ви бачите два слайди: один влучно описує проблему, інший — показує пропозицію, що її вирішує. Однак вони не йдуть відразу один за одним. Між ними — набір слайдів, що пояснюють та обґрунтовують. Тож, не поспішайте і будьте послідовні.

7) Важливо дотримуватись порядку створення та викладання: а) Спочатку проблема, потім — рішення (не треба поспішати з пропозицією, коли ще ніхто не встиг зрозуміти, чи потрібне воно взагалі комусь); б) Спочатку розберіться, що хочете показати, а вже потім думайте над експресією та візуалізацією.

8) Покажіть на одному або двох слайдах своїй аудиторії те, наскільки ви та ваш бізнес особливі. Унікальність має бути не у чудернацькій назві чи стилістиці, а в тому, як ви підходите до розв'язання проблем вашого ринку і чим ви виділяєтеся серед конкурентів. Якщо це доречно, візуалізуйте особливості за допомогою скріншотів свого продукту.

9) Знову нагадуємо: інформації має бути достатньо лише для того, щоб передати ідею, не розфокусовуйте аудиторію і не перевантажуйте її інформацією (якою б, на вашу думку, гарною вона не була). Ці слайди складніше візуалізувати, ніж будь-які інші. Тому користуйтеся піктограмами, формами на зразок "хмарок з фразами", інтерактивними діаграмами тощо.

10) Будьте правдивими та чесними щодо порівняння вашого бренду з іншими брендами вашої ніші. Уникайте негативних висловлювань щодо конкурентів, це неетично і негарно. Краще виглядати сильними та перспективними завдяки цифрам, досягненням та візуальним засобам зображення. Порівнюйте вас і ваших конкурентів за виконанням одних і тих самих показників. База порівняння повинна бути єдиною.

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|----|-------------|--|
| 1 | forget | FORGETFUL; FORGET-ME-NOT; UNFORGETTABLE |
| 2 | straight | |
| 3 | sole | |
| 4 | odd | |
| 5 | differ | |
| 6 | extend | |
| 7 | direct | |
| 8 | critic | |
| 9 | novel | |
| 10 | volume | |
| 11 | equal | |
| 12 | support | |
| 13 | art | |
| 14 | energy | |

CHAPTER 2

THE CRUCIAL TASK: CREATING AUDIENCE EMPATHY

Task 1. Comment upon the quote below relying on the key messages of the chapter under consideration:

“We are wired to connect. Neuroscience has discovered that our brain’s very design makes it sociable, inexorably drawn into an intimate brain-to-brain linkup whenever we engage with another person. That neural bridge lets us affect the brain—and so the body—of everyone we interact with, just as they do us.” (*Daniel Goleman. Social Intelligence: The New Science of Human Relationships*).

Task 2. Answer the questions below, provide your reasons:

- 1) How can the concept of *empathy* be defined?
- 2) How can *the deer in the headlights* example be interpreted regarding the empathy issue?
- 3) What kind of a human’s reaction can be viewed as *visceral*?
- 4) When was the experiment on measuring brain waves in empathic situations conducted?
- 5) Who and when was the first to have studied the *mirror neurons*?
- 6) How can Bob Dole be described as a political speaker?
- 7) How can Bill Clinton be described as a political speaker?
- 8) Why was Bob Dole called *dry-as-dust*?
- 9) What example in terms of negative behavior did the 2003 recall election provide?
- 10) How can Barack Obama’s speech delivery system be generally described?

Task 3. Consider the following statements *TRUE*, *FALSE*, or *NOT MENTIONED*:

1) The delivery system lifted the payload into orbit and the convention delegates at the packed Fleet Center in Los-Angeles rose in unison to give Obama an enthusiastic ovation._____

2) Three months later, Obama swept into office as a first-term U.S. senator by 72 percent, the widest margin ever in a Michigan Senate race._____

3) For a case in this point, let’s go back to July 27, 2002, at the Republican National Convention. Barack Obama, a then-unknown 44-year-old state legislator from Illinois, stood and delivered a stirring keynote speech._____

4) When Gray Davis was outshone by Arnold Schwarzenegger, he still managed not to lose his governorship._____

5) When Nova’s Robert Krulwick struggled and strained with a stack of light boxes, complete strangers on the street reflected his strain. _____

6) Four years later, his momentum unabated, Barack Obama became, and four months after that, the 47th president of the United States, the Democratic presidential candidate—all launched by just one 13-minute, 28-second speech. _____

7) When Bob Dole spoke inspirational words, the voters were truly inspired. _____

8) Obama did not express the energy, urgency, and passion that he felt, in his voice, but expressed great energy, urgency, and passion in his body. _____

9) When the couples in the British study saw each other shocked, their mirror neurons did not cause them to respond just as they did when they were shocked themselves. _____

10) The only reason Dole gained 8 points in the interval was that he no longer had opposition for the Democratic candidacy. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|-----------------|-----------------|-----------------|
| 1 | pity | | |
| 2 | separate | | |
| 3 | likely | | |
| 4 | widen | | |
| 5 | nervousness | | |
| 6 | particular | | |
| 7 | physical | | |
| 8 | previously | | |
| 9 | apparent | | |
| 10 | receptive | | |

Task 5. Match the definitions to the words below:

| | | | |
|---|---------|----|---|
| 1 | crucial | a. | someone who has an official position; |
| 2 | evolve | b. | a governor’s job, or the period of time when someone is a governor; |
| 3 | empathy | c. | a tall piece of furniture with a sloping surface where you put an open book or document when you are giving a speech; |
| 4 | pasty | d. | the ability to understand how someone feels because you can imagine what it is like to be |

| | | | |
|----|--------------|----|---|
| | | | them; |
| 5 | correlation | e. | when a type of plant or animal evolves, its physical form changes over a long period of time; to gradually change and develop over a period of time; to develop something gradually. |
| 6 | lectern | f. | the act of leaving a job permanently; the attitude of someone who accepts that something unpleasant must happen and that they cannot change it; a formal written statement that you are leaving your job permanently. |
| 7 | briskly | g. | a pasty face or pasty skin looks pale and not very healthy; |
| 8 | resignation | h. | a connection or relationship between two or more things that is not caused by chance. A positive correlation means that two things are likely to exist together, a negative correlation means that they are not; |
| 9 | incumbent | i. | moving or acting quickly; speaking quickly and only saying what is necessary. This word is sometimes used for saying that someone seems unfriendly; |
| 10 | governorship | j. | something that is crucial is extremely important because it has a major effect on the result of something; extremely good; |

Task 6. Read the paragraph below. Fill in the gaps using the words in the box:

<...> The power **of**works both ways. Different behavior by the presenter produces a different perception from the audience. Please recall the exercise in chapter 1 in which you gave two different versions of a brief**silently** and asked your trial audience to respond only to your Visual dynamics. Recall, too, the deer **in the**example we've been referencing. Imagine if that presenter had behaved differently—had stood up confidently, strode to the lectern briskly, smiled broadly, with both arms open wide **in**....., and then, with a steady hand, lifted the glass of water to take a sip—you, seated in the audience would surely have reacted positively. Instead **of the**nervousness you felt during the first version, you would be fully**to** that person. And all of this occurs before the presenter or speaker utters a single word! Positive **or**....., either way, the audience responds to the presenter's behavior involuntarily. <...>

| | | | | |
|-----------------|---------------------|------------------|----------------|-------------------|
| negative | presentation | receptive | welcome | headlights |
| | empathy | vicarious | | |

Task 7. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> While these separate dynamics seemingly unrelated, there are actual physiological link between the two. In the 2004, a team of British researchers conducted study measuring brain waves in empathic situation. In experiment, volunteer couples invited into a neurology laboratory were the scientists attached electrodes to every person's brain. First, one member of the couple received a mild electric shock, which produce impulse in a particular area of person's brain. Than the mild electric shock administered to the second member of couple. When the first person observed the partner's reaction to the shock, the same area of the first person's brain produced the same impulse as when he or she shocked—even though that person no longer experiencing the shock. What first person saw produced the same reaction as he or felt. <...>

Task 9. Translate the following sentences into Ukrainian:

1) Evolved from the Greek word for emotion or affection, empathy refers to shared or vicarious feelings—as distinct from sympathy, which is more about pity, and implies separate, rather than mutual feelings. In the presentation environment, the empathy is the shared feelings between the audience and the presenter, but the sharing on the audience's part is involuntary.

2) That is empathy, a direct correlation between what the presenter does (Visual dynamics) and says (Vocal dynamics) and how the audience feels about the

presenter; a link between the presenter behavior and the audience perception of the presenter.

3) When the first person observed the partner's reaction to the shock, the same area of the first person's brain produced the same impulse as when he or she was shocked—even though that person was no longer experiencing the shock.

4) Although you may not be the loved one of the stressed deer in the headlights presenter, when you are in the audience—present in the same room—and see that person's nervousness, you are most likely to feel similar, vicarious feelings. That is the power of empathy.

5) Libby hugged him warmly and his supporters applauded him politely, but the die was cast. Plain-spoken Bob Dole came out of the starting gate at a slow trot, forced to try and catch up to a charismatic Bill Clinton, who was already galloping at full speed. Dole was left at the post.

Task 10. Translate the following sentences into English:

1) Мета презентації – донести до слухачів основну думку. Все, що потрібно знати присутнім на першому етапі: про яку проблему ви говорите, чому вона важлива, як ви пропонуєте її вирішити, і все це – в контексті, актуальному не для вашої організації, а для слухачів.

2) Максимально спростіть ваше повідомлення. Вважається, що людина може згадати тільки 3 ключових думки з десятихвилинної презентації, тому намагайтеся вкластися в ці рамки.

3) Підводьте підсумки і робіть висновки. Один з підходів до проведення презентації – принцип повторення. "Скажіть нам, про що ви хочете нам розповісти, розкажіть, а потім розкажіть, про що ви нам щойно розповіли".

4) Це може здатися дуже нудним, але презентації саме так і працюють. Якщо ви хочете, щоб слухачі запам'ятали ключову думку, вам потрібно повторити її кілька разів, сформулювавши максимально коротко і чітко.

5) Попрацюйте над оформленням. Ніхто не хоче (і не буде) читати текст, набраний на слайдах дрібним шрифтом. Краще поставте на слайд фото, яке приверне увагу, поки ви будете озвучувати те, що збиралися "набрати дрібним шрифтом".

6) Отже, вам доведеться запам'ятати, яке зображення відповідає кожній з частин вашої презентації. Слова на слайдах – не "табу", ви можете додати їх у якості пояснень. Але їх має бути мало, і вони повинні добре читатися.

7) Практикуйтеся. Відрепетируйте презентацію перед друзями, колегами або рідними. Єдиний реальний спосіб дізнатися, чи "спрацюють" ваші мова і мовлення – перевірити її "на живих людях".

8) Попросіть вашу "тестову групу" бути жорсткими і нещадно вас критикувати – краще, якщо ви дізнаєтеся про недоліки презентації заздалегідь, поки ще є можливість щось виправити і допрацювати.

9) Постарайтеся укластися у відведений час. Якщо на виступ вам відводиться 6 хвилин – підготуйте презентацію, яка займає 5 хвилин.

10) На практиці завжди трапляється щось, що вкраде кілька десятків секунд, так що п'ятихвилинна презентація може зайняти вдвічі довше. Якщо вам вдалося вкластися у відведений час – відмінно!

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|----|-------------|--------------------|
| 1 | seem | |
| 2 | fault | |
| 3 | deep | |
| 4 | grand | |
| 5 | sky | |
| 6 | leg | |
| 7 | horizon | |
| 8 | fill | |
| 9 | urgent | |
| 10 | express | |
| 11 | pity | |
| 12 | imply | |
| 13 | separate | |
| 14 | present | |
| 15 | correlate | |
| 16 | link | |
| 17 | brain | |
| 18 | wave | |
| 19 | electric | |
| 20 | science | |

CHAPTER 3

THE BUTTERFLIES IN YOUR STOMACH

Task 1. Comment upon the quote below relying on the key messages of the chapter under consideration:

“There are two types of speakers: those who get nervous and those who are liars.”
(*Mark Twain*).

Task 2. Answer the questions below, provide your reasons:

- 1) How does every living being on the planet respond to imminent danger?
- 2) How can a *fight-or-flight* situation be described?
- 3) What positions constitute a *body wrap*?
- 4) What position is known as a *butterfly doing pushups on a mirror*?
- 5) What accelerated actions distort the presenter’s senses into *time warp*?
- 6) Why do television people live by the clock?
- 7) How can the *misperception of time phenomenon* be observed?
- 8) What is *cadence*? Can you explain what *unwords* are and how they may be used by the speaker?
- 9) How does the Author of the book under consideration interpret *the Moment of Truth* issue for the presenter?
- 10) What is *D-day* and how can the presenter prepare for it at best?

Task 3. Consider the following statements *TRUE, FALSE, or NOT MENTIONED*:

- 1) To enable either of these reactions, the body releases a sudden spurt of adrenaline and activates the nervous system. _____
- 2) Law enforcement officers, when interrogating suspects—a Fight-or-Flight situation if there ever were one— never use polygraphs or lie detectors to monitor the telltale physiological functions of stress: heart rate, blood pressure, respiratory rate, and skin conductivity for perspiration are tested by means of different devices. _____
- 3) When a dog or a cat feels threatened, it hunkers down to the ground, contracting its fore and hind paws. In other words, the adrenaline rush sends a powerful signal to the lungs. _____
- 4) As the clock starts ticking down to V-day, you think, “How will I ever find the time to get it done?” _____
- 5) Before the video taping began, as an audio technician attached the Author’s microphone, the interviewer chatted amiably with him. The Author asked her how

long the interview would last, and she replied angrily, “Oh, about four or seven minutes.” _____

6) The common factor in all the movements discussed in the Chapter under consideration is that the upper arms press tightly against the lower side of the body, positioning the hands freely to be able to quickly dart down to protect the vulnerable belly and hips. _____

7) When a human presenting the materials cannot escape because it is trapped by the microphone, the computer, the lectern—and the expectant audience—it responds by protecting its vulnerable belly with its lungs. _____

8) The painting *September Morn* by Paules Chabas was created in 1908. _____

9) In the introductory quote to the Chapter under consideration Mark Twain discusses three types of speakers. _____

10) When in danger human’s breast increase respiration rate to put more oxygen into the blood. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|-----------------|-----------------|-----------------|
| 1 | rapid | | |
| 2 | powerful | | |
| 3 | steady | | |
| 4 | uncertain | | |
| 5 | frequently | | |
| 6 | familiar | | |
| 7 | important | | |
| 8 | defensive | | |
| 9 | involuntary | | |
| 10 | misperception | | |
| 11 | last | | |
| 12 | low | | |
| 13 | human | | |
| 14 | interest | | |
| 15 | vulnerable | | |
| 16 | release | | |

| | | | |
|----|-----------|--|--|
| 17 | different | | |
| 18 | external | | |
| 19 | amiably | | |
| 20 | enemy | | |

Task 5. Match the definitions to the words below:

| | | | |
|----|-------------------|----|---|
| 1 | sympathetic | a. | existing or happening within a country, not between different countries; existing or happening inside an object or building; existing or happening inside your body; |
| 2 | Internal/domestic | b. | an ability for heat or electricity to pass through a particular substance; |
| 3 | perspiration | c. | relating to the process of breathing air in and out; |
| 4 | conductivity | d. | done quickly and secretly to avoid being noticed; behaving in a way that makes people think you do not want to be noticed. |
| 5 | underbelly | e. | the position that your body is in when you sit, stand, or walk; an attitude, or the way that someone behaves towards other people. |
| 6 | vulnerable | f. | not easily changed; done or applied in a strict and unreasonable way; stiff, hard, and difficult to bend or move; not willing to change your ideas, attitudes, opinions, etc; unable to move because of a strong emotion such as fear or anger. |
| 7 | respiratory | g. | the part under an animal's body where the stomach is; the bottom surface of a plane or other vehicle; used for talking about the immoral or dishonest parts of a society or system, especially when they are hidden or not well known. |
| 8 | furtive | h. | liquid that your skin produces when you are hot, ill, or nervous; the physical process of producing perspiration. |
| 9 | posture | i. | someone who is vulnerable is weak or easy to hurt physically or mentally; a thing, person, or place that is easy to attack; easily damaged by something negative or harmful. |
| 10 | rigid | j. | kind to someone who has a problem and willing to understand how they feel; supporting |

| | | | |
|--|--|--|----------------------------|
| | | | a plan, action, or person. |
|--|--|--|----------------------------|

Task 6. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 7. Read the paragraph below. Fill in the gaps using the words in the box:

<...> When a four-legged animal senses**danger**, it scampers away to escape: the Flight reaction. When a four-legged animal can't escape because it is trapped in the back of the cave, it will lash out at its attacker: the Fight reaction. In addition to lashing out, **the**will also protect its underbelly, the vulnerable part of the body that contains the vital organs. When a dog or a cat **feels**....., it hunkers down to the ground, contracting its fore and hind paws. In other words, the adrenaline rush sends **a**signal to the limbs. When a two-legged animal senses imminent danger, its limbs respond instinctively to flee: the Flight reaction; or it puts up its dukes: the Fight reaction. When a two-legged presenting animal is faced with the daunting task of standing exposed before **an**....., the solitary focus of**for dozens**, if not hundreds or thousands of watchful eyes, it responds with the Flight reaction: pacing around the platform like a caged tiger. When a two-legged presenting animal cannot escape because it is trapped by **the**....., the computer, the lectern—and the expectant audience—it responds by protecting its vulnerable**with** its limbs. Of course, the civilized presenter is not going to strike the pose in the famous painting, *September Morn*. The common factor in all these**is** that the upper arms press tightly against the side of the body, positioning the forearms and hands to be able to quickly dart**to** protect the**underbelly**. As a result, the elbows clasp the body as if they were attached by Velcro. All these positions have one common name: body wrap.<...>

| | | | | | |
|-------------------|-----------------|------------------|---------------|-------------------|-------------------|
| vulnerable | powerful | imminent | down | movements | underbelly |
| threatened | audience | attention | animal | microphone | |

Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> But two-legged presenting animal do perform variations of *September Morn*:

- _ Hands clasped below the waist in fronte (the “fige leaf”).
- _ Hands clasped behind the back (the “reverse fig leave”).
- _ Both hand tightly clasped above the waiste.
- _ Half-clasped (hand pressed to the side defensively while the other hand gesture).
- _ Reverse half-clasped (the opposite hand pressed defensivly to the side while the other hand gesture).
- _ One or both hand plunged deeply into the pant pockets.
- _ Both hands clenched as if in praer.
- _ Both hands wrining in the manner of Lady Macbet.
- _ Both hand cupped together, while the fingers of one hand nervously twirl the ring on the finger of the other hands. The fingers of both hands playing cats cradle.
- _ The finger of both hands forming an Indian tepee with the fingertips in what is known as “a butterfly doing pushups on a mirror.”

The common factor in all this movements are that the upper arms press tightly against the side of the body, positioning the forearms and hands to able to quickly dart down protect the vulnerable underbely. As result, the elbows clasp the body as if they attached by Velcro. All this positions have one comon name: body wrap.<...>

Task 9. Translate the following sentences into Ukrainian:

1) Every living being on the planet, from one-celled organisms to fourlegged animals to two-legged humans, responds to imminent danger by standing its ground and fighting for its life or by fleeing for its life. To enable either of these reactions, the body releases a sudden spurt of adrenaline and activates the sympathetic nervous system.

2) Law enforcement officers, when interrogating suspects—a Fight-or-Flight situation if there ever were one—use polygraphs or lie detectors to monitor the telltale physiological functions of stress: heart rate, blood pressure, respiratory rate, and skin conductivity for perspiration.

3) When a four-legged animal senses imminent danger, it scampers away to escape: the Flight reaction. When a four-legged animal can't escape because it is trapped in the back of the cave, it will lash out at its attacker: the Fight reaction.

4) When a two-legged presenting animal is faced with the daunting task of standing exposed before an audience, the solitary focus of attention for dozens, if not hundreds or thousands of watchful eyes, it responds with the Flight reaction: pacing around the platform like a caged tiger.

5) Soon the stage manager cued the interviewer to start the actual interview. Our conversation continued smoothly, but suddenly, all too suddenly, the interviewer said, “We’re about out of time. Thank you, Jerry, for joining us here today.”

Task 10. Translate the following sentences into English:

1) Виступаючи зі сцени перед значною кількістю людей, пам'ятайте: ви більшою мірою актор, якому необхідно утримати увагу залу. При цьому в слухачів повно можливостей відволіктися і зайнятися чимось стороннім, втупившись в екран смартфона або ноутбука. Не дайте глядачам втратити інтерес.

2) Будьте активним і енергійним. Працюйте з інтонаціями, висотою голосу і темпом мовлення.

3) Розповідайте історію. Кожна хороша презентація – це цілісна історія. А у хорошій історії є початок, розвиток сюжету і фінал. Проблеми, про які ви розповідаєте, в історії стають більш "людяними" – доступними для розуміння слухачів.

4) Хороша історія наповнена емоціями. Навіть, якщо ви не вважаєте себе творчою людиною, ви цілком можете придумати історію для презентації. Говоріть про досвід і емоції, які зрозумілі слухачам.

5) Навчіться структурувати. Вільна розповідь та емоційна історія – це чудово. Але переконайтеся, що ваша історія логічна, послідовна і володіє чіткою структурою. Ваша промова повинна бути розділена на "блоки", кожен з яких описує тезу або відповідає на питання, яке ви хочете підняти під час презентації.

6) А послідовність блоків повинна бути вибудована таким чином, щоб розвивати і розкривати одну певну тему – тему вашої презентації.

7) Знайте свою аудиторію. Скільки людей? Наскільки добре люди знайомі з тією темою, про яку збираєтеся говорити ви? Презентація – це в будь-якому випадку бесіда з аудиторією.

8) Будьте унікальними. Велика частина ваших "колег" читають текст зі слайдів рівним і монотонним голосом. В результаті до кінця дня слухачі насилу можуть пригадати, як виглядав оратор, що говорив на тему, яка перед заходом здавалася дуже цікавою.

9) Хочете, щоб ваша презентація запам'яталася? Постарайтеся зробити так, щоб запам'ятали вас – спікера. Але не варто робити того, до чого ви зовсім не схильні.

10) Якщо тема невесела, а вас складно назвати іронічною людиною – жартувати зі сцени необов'язково. Але знайти цікаві та оригінальні моменти, які дозволять вам виділитися з натовпу, і залишитися в пам'яті слухачів, просто необхідно.

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|---|-------------|--------------------|
| 1 | charge | |

| | | |
|----|------------|--|
| 2 | anxiety | |
| 3 | press | |
| 4 | separate | |
| 5 | voice | |
| 6 | vital | |
| 7 | power | |
| 8 | defend | |
| 9 | accelerate | |
| 10 | frequent | |
| 11 | invite | |
| 12 | type | |
| 13 | blood | |
| 14 | prime | |
| 15 | view | |
| 16 | fame | |
| 17 | react | |
| 18 | protect | |
| 19 | pray | |
| 20 | mouth | |

CHAPTER 4

HOW TO PREPARE YOUR CONTENT: THE SEVEN STEPS OF STORY DEVELOPMENT

Task 1. Comment upon the quote below relying on the key messages of the chapter under consideration:

“The problem is that nobody knows how to tell a story. And what’s worse, nobody knows that they don’t know how to tell a story.” (*Don Valentine, founding partner, Sequoia Capital; original investor: Apple Computer, Oracle, Cisco Systems, Yahoo!, Google*).

Task 2. Answer the questions below, provide your reasons:

- 1) How many steps of story development does the Author single out?
- 2) What actions should one take when establishing the framework of the presentation?
- 3) What is the role of brainstorming in the presentation preparation process?
- 4) How does the *Roman columns* technique work? How relevant is this technique for preparing presentations?
- 5) How do you understand the *Flow Structure* principle? How can one provide a road map for their audience and for themselves?
- 6) How does the *chronological flow structure* principle work? Is it useful?
- 7) How does the *numerical flow structure* principle work? Is it efficient?
- 8) Do you consider Jeff Raikes’ story convincing?
- 9) Why is visual aids important in the structure of the presentation? How does the *less is more principle* work?
- 10) How do the steps “*Ownership: don’t pass the buck*” (step 6) and “*Verbalization: Practice the Right Way*” (step 7) function and how should the speaker realize them in practice?

Task 3. Consider the following statements *TRUE, FALSE, or NOT MENTIONED*:

- 1) Most presentation development starts with a frantic aggregation and shuffling of existing slides. This ultimately results in a verbal data dump with no clear flow. _____
- 2) The internet has become the lingua franca of twenty-first-century communications, ranging from grade-school rooms all the way up to boardrooms; but is all too often used as a vocal hindrance rather than a visual aid. _____
- 3) Clarity of mind never comes from clarification of content, but focusing your major ideas is only the second step. _____

4) Verbalization technique simply means that, in your rehearsals, you speak the actual words of your presentation or speech aloud, just the way you will do it when you are in front of your intended audience. _____

5) Businesspeople and diplomats negotiate back and forth until they achieve at least win-lose agreements. _____

6) Most people are willing to endure repetitive physical training to build their muscles and skills as athletes; body language and voice are the mental equivalents of building your intellectual muscles and narrative skills. _____

7) Jeff Raikes was with Microsoft for 29 years and was one of the corporation's major spokesmen. _____

8) The Author had the privilege of working with Jeff Raikes earlier in his career, in 1993, when he was a senior executive. _____

9) While the German orators and Will Poole's guide used columns or Indian temple objects as memory triggers, the German column concept can serve as your aid to distill your story into a few long primary themes. _____

10) Three millennia later, the Italian column concept has taken on a life of its own. If you do an Internet search for "Roman room memory," you will find more than a half of a million entries describing variations of Aristotle's method. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|-----------------|-----------------|-----------------|
| 1 | anxiety | | |
| 2 | boredom | | |
| 3 | restlessness | | |
| 4 | increase | | |
| 5 | confusing | | |
| 6 | assault | | |
| 7 | pertinent | | |
| 8 | similar | | |
| 9 | blank | | |
| 10 | succinct | | |

Task 5. Match the definitions to the words below:

| | | | |
|---|-----|----|--|
| 1 | arc | a. | to make something happen; to make a machine or piece of equipment start to work; to cause someone to do or say something; to cause |
|---|-----|----|--|

| | | | |
|----|---------------|----|--|
| | | | someone to have a particular feeling or memory. |
| 2 | template | b. | to make a liquid more pure by heating it until it becomes a gas and then making it colder so that it becomes a liquid again; to produce a summary that contains only the most important ideas or pieces of information; to use this process to make an alcoholic drink such as whisky. |
| 3 | encompass | c. | to become less; to deliberately make someone or something seem less important than they really are. |
| 4 | trigger | d. | something that is used as a pattern or an example for something else; a computer file that copies are made from because its basic form can be used again and again; an object made of metal, plastic, or thin board that is used as a pattern for cutting things in the same shape. |
| 5 | distill | e. | done in a very urgent way; so worried or upset that you are not able to control your feelings. |
| 6 | timeline | f. | to include a lot of people or things; to include or surround an area completely. |
| 7 | diminish | g. | after a process or activity has ended; used for emphasizing the main point that you are talking about. |
| 8 | frantic | h. | a language that people use to communicate when they have different first languages; |
| 9 | ultimately | i. | a plan of when something should happen or how much time something should take; a line showing particular dates over a period of time, for example dates of historical events; the information that you see on a social media account; in science fiction, one of multiple sequences of events in different times that can happen because of time travel; also used about the real world. |
| 10 | lingua franca | j. | a curved shape or line; a movement that follows a curved line; a part of the line that forms the outside of a circle; a flash of light that happens when electricity flows between two separated points. |

Task 6. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 7. Read the paragraph below. Fill in the gaps using the words in the box:

<...> If you visit Rome today **and**the ruins of the great Forum, you are likely to hear your guide describe the glory days of the Roman Empire, around 100 BCE. You are also likely hear **the**talk about the classic Roman orators who spoke in the Forum for hours on end without any notes. Paper had not yet been invented. To help them remember what to say, **the**used the stately marble columns of the Forum as prompts. As Cicero and his colleagues strode around delivering their rhetoric, they would stop at individual columns **to****on** particular themes. Each column represented the focal point for a cluster of subordinate or related ideas. **Two**later, the Roman column concept has taken on a life of its own. If you do an Internet search for “Roman room memory,” you will find more than a quarter of a million entries describing variations of Cicero’s method; most of them propose using pieces of**in** a room as reminders of specific points in a sequence.

Will Poole, a corporate vice president in Microsoft’s Unlimited Potential Group, encountered another disciple of Cicero. When **I**the Roman column concept to Will, it reminded him of an incident in India where he was being taken on a tour of **a**..... Will asked his guide a question about an area of the temple they had just left, but the guide replied that he couldn’t answer **that**unless he returned to that area. <...>

| | | | | |
|--------------|-------------------|------------------|------------------|----------------|
| guide | millennia | question | furniture | orators |
| | introduced | discourse | temple | tour |

Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> I practice what I preach. As professional coach, I present almost daily with content that I have developed and been delivering for over 20 year. I don't Verbalize the material for my daily sessions, but when I introduce new material or create new contents for special events, I often Verbalize as many as dozen times. I did this for a keynote speech I was to deliver at an investment banking conference. The process worked and the speech gone flawlessly. However, immediately after the speech, I musted to record excerpts for promotional video. There was only about a dozen very short excerpts, again drawn from the body of quite familiar material, but I hadn't Verbalized the excerpts and, because the material was out off context, I stumbled frequently during the recording. (Fortunately, the video editor was merciful and saved only the good takes.) I learned my lesson, and since than, have ever presented in any new situation without first Verbalizing. <...>

Task 9. Translate the following sentences into Ukrainian:

1) Define the playing field. Every sport sets the fair and foul bounds for the game. The same definition is necessary in presentations and speeches. Without boundaries, you tend to throw everything into the mix and your story becomes a confusing assault on your audience.

2) Although you have established the framework of one particular presentation to one particular target audience, you still have a welter of supporting and related ideas ricocheting around in your mind. Get them out of your mind and look at them in an objective, panoramic view.

3) If you visit Rome today and tour the ruins of the great Forum, you are likely to hear your guide describe the glory days of the Roman Empire, around 100 BCE. You are also likely hear the guide talk about the classic Roman orators who spoke in the Forum for hours on end without any notes.

4) While the Roman orators and Will Poole's guide used columns or Indian temple objects as memory triggers, the Roman column concept can serve as your aid to distill your story into a few succinct primary themes. These mnemonics will lighten your mental—and, in turn, adrenal—load.

5) Jeff, until his recent retirement to become the CEO of the Bill and Melinda Gates Foundation, was the president of the Microsoft Business Division. Jeff was with Microsoft for 27 years and was one of the corporation's major spokesmen. I had the privilege of working with him earlier in his career, in 1991, when he was a junior executive.

Task 10. Translate the following sentences into English:

1) Слова — це добре, а ілюстрації — ще краще. Знайдіть кілька малюнків, які справді варті 1000 слів. Але не перевантажуйте презентацію красивими картинками, якщо це дійсно не відповідає меті вашого виступу.

2) Багато таких онлайн програм дозволяють людям спілкуватися зі спікером зустрічі та один з одним під час презентації, обмінюючись меседжами, тому розмова не переривається.

3) Ви повинні заохотити свою команду робити це з самого початку. Перегляд онлайн-активності дасть вам розуміння того, наскільки зацікавлені ваші слухачі, і дозволить адаптувати презентацію відповідно до цього.

4) Створіть перелік подальших кроків завчасно. Коли ви закінчите з основною інформацією, можете організовано обговорити ці кроки та змінити їх, отримавши відгук від команди. Переконайтеся, що всім зрозуміло, що саме їм потрібно винести з цієї презентації.

5) Якщо ви встановите годину на презентацію, то для запитань та обговорень залиште не менше 15 хвилин. Ви можете відповісти одразу на будь-які запитання в онлайн чаті цієї зустрічі, або ж ті, які вам додавали під оголошенням події у *Фейсбук*.

6) Спільно обговоріть їх. Але не дозволяйте, щоб питання відвели аудиторію далеко від теми виступу. Уникайте і надлишку запитань. Керуйте всіма етапами Вашого виступу доброзичливо та авторитетно.

7) Ось що радить Кевін Даум, американський маркетолог та спікер, а також оглядач журналу *Inc.*: "Люди зайняті, і вони, швидше за все, запланували інші справи після вашої зустрічі. Виявіть повагу, закінчивши виступ у призначений час, щоб вони могли рухатися далі. Якщо вони все ще мають запитання або хочуть отримати додаткову інформацію, скажіть їм, що вони можуть зв'язатися з вами пізніше. Але відпустіть усіх інших".

8) Закінчуючи вчасно зустріч, надайте усі важливі онлайн посилання для продовження спілкування, коментарів, фідбеків, а також — де можна буде ознайомитись із відео цієї зустрічі, нотатками, якщо це навчання — у вас, мабуть, буде і певне домашнє завдання для учасників після вашого виступу.

9) Ніхто не народжується з умінням професійно виступати перед аудиторією. Але майже кожен з нас може навчитися цьому. Навички та вміння публічних виступів стануть у нагоді кожному, хто прагне досягти успіху.

10) Будьте енергійними. Якщо для маленької аудиторії може підійти "розмовна" манера ведення презентації і камерна "домашня" обстановка, де спікер неначе втягує слухачів до обговорення та дискусії, то з презентацією перед великою аудиторією такий підхід не спрацює.

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|---|-------------|--------------------|
| 1 | content | |
| 2 | ready | |
| 3 | verbal | |
| 4 | deliver | |
| 5 | voice | |

| | | |
|----|----------|--|
| 6 | success | |
| 7 | crystal | |
| 8 | create | |
| 9 | complete | |
| 10 | will | |
| 11 | stress | |
| 12 | puzzle | |
| 13 | know | |
| 14 | prepare | |
| 15 | consider | |
| 16 | essence | |
| 17 | identify | |
| 18 | move | |
| 19 | respond | |
| 20 | frame | |
| 21 | develop | |
| 22 | here | |
| 23 | there | |
| 24 | call | |
| 25 | define | |

CHAPTER 5

YOU CAN BE A POWER PRESENTER – CHARISMA NOT REQUIRED

Task 1. Comment upon the quote below relying on the key messages of the chapter under consideration:

“Ya either got it, or ya ain’t. And, boys, I got it!” (*Stephen Sondheim, ‘Rose’s Turn’ lyrics from Gypsy*).

Task 2. Answer the questions below, provide your reasons:

- 1) Is it necessary for a presenter to be charismatic?
- 2) Is it possible for one to develop charisma if they were not born naturally charismatic?
- 3) Why did President Bush become the frequent butt of jokes in the media?
- 4) Which component appeared to have made Mr. Bush a failure: *vocal, visual, verbal*?
- 5) Why did Mr Bush say these words: “It’s amazing what happens when you run for president!” ?
- 6) What was the context of using the word *subliminal* in the Chapter under consideration?
- 7) Did George W. Bush manage to make a significant improvement as a political speaker?
- 8) Is Bill Clinton considered to have been born with the capability of a charismatic political speaker?
- 9) What did Bill Clinton mean by confessing the following: “*It was 32 minutes of total disaster.*”?
- 10) What gesture is considered to be John Kennedy’s trademark?

Task 3. Consider the following statements *TRUE, FALSE, or NOT MENTIONED*:

- 1) The delegates rose to their feet in wild jubilation, and B. Obama rode off into his senator’s sunset, with the thunderous cheers for his valedictory reverberating loudly through the Convention Center. _____
- 2) Three months later, Clinton left the Senate and became a private citizen. Hardly skipping a beat, he hit the public speaking circuit. In his first year out of office, he earned \$9.5 million; in the next year, \$9.1 million. _____
- 3) By the time Bob Dole reached the rostrum, the admiring delegates in the arena were at a fever pitch of anticipation. He disappointed them. _____
- 4) At the Democratic National Convention in Los Angeles on August 11, 2007, the party was about to name Vice President Bill Clinton as their standard bearer, but they took the time to say goodbye to the new president. _____

5) And, surely, if you watch B. Obama speak today, you will see him use that same credit card gesture, with his forefinger held just a little higher. _____

6) Twenty-five days later, the young B. Obama sat in front of a television set at home, watching the Reverend Martin Luther King, Jr. deliver his towering “I Have a Plan” speech, which the mature B. Obama was later to call “the greatest speech of my lifetime.” _____

7) Nor was Clinton very charismatic in 1993 when, at the start of his second year as president, he delivered a rambling State of the Union address. The laundry list of a speech ran 85 minutes, the longest in history. _____

8) In his autobiography, Nikita Khrushchev confessed, “It was 32 minutes of total disaster.” _____

9) Mr. Bush’s predecessor, Bob Dole, with his usual rhetorical flair and an established reputation as a superstar of the keynote circuit, seemingly needed a couple of makeovers. _____

10) Over the course of a month, George W. Bush was able to change, to make a significant improvement. In fact, he didn’t manage to improve further throughout his presidency. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|------------------|----------|----------|
| 1 | mature | | |
| 2 | capability | | |
| 3 | unremarkable | | |
| 4 | improve | | |
| 5 | victorious | | |
| 6 | steely | | |
| 7 | innate | | |
| 8 | verbal | | |
| 9 | endless | | |
| 10 | mispronunciation | | |

Task 5. Match the definitions to the words below:

| | | | |
|---|------------|----|---|
| 1 | variation | a. | a possible effect or result; something that you suggest is true, although you do not say it directly. |
| 2 | allegiance | b. | doing something again and again, especially something harmful that you are unable or |

| | | | |
|----|-------------|----|---|
| | | | unwilling to stop doing; something which is always happening or returning and is very difficult to solve. |
| 3 | implication | c. | the use of humour to criticize someone or something and make them seem silly; a play, book, film etc that uses this humour. |
| 4 | dyslexia | d. | a thick black mixture of tar and very small stones, used especially for making the surfaces of roads; the part of an airport where the planes stop and that people walk across to get on a plane. |
| 5 | nadir | e. | a line that a farmer digs in the soil with a plough where a crop will be planted; a deep line on the surface of something; a deep line in the skin of someone's face, especially their forehead. |
| 6 | chronic | f. | a subliminal influence is one that may affect you even though you do not notice or think about it; |
| 7 | satire | g. | the worst time in someone's life or in a situation. |
| 8 | tarmac | h. | a medical condition affecting the brain that makes it difficult for someone to read and spell words correctly; |
| 9 | furrow | i. | the existence of differences in amount, number, level, form, etc.; differences in amount, level, etc.; something that is slightly different from similar things. |
| 10 | subliminal | j. | strong loyalty to a person, group, idea, or country; |

Task 6. Read the paragraph below. Fill in the gaps using the words in the box:

<...> Nor was he very**in** 1995 when, at the start of his third year as president, he delivered a rambling State of the Union address. The laundry list of a speech ran 81 minutes, **the**..... in history. Clearly, Clinton changed, and it is very likely that his change began as a result of two**moments** that occurred very close to each other and very early on in his life, involving two of history's most charismatic speakers. On July 24, 1963, as part of agovernment group visiting the White House, the 16-year-old Bill Clinton got to shake the hand of President John F. Kennedy and have **the**preserved for posterity in an**photograph**. Thirty-five days later, the young Clinton sat in front of a television set at home, watching the Reverend Martin Luther King, Jr. deliver his towering "I Have a Dream" speech, which **the**..... Clinton was later to call "the

greatest speech of my lifetime.” Surely, when Clinton had watched Kennedy deliver his classic**address** two years earlier, he saw Kennedy’s forearm repeatedly punch the air with the four fingers of **his**curled in to his palm while his thumb rested on top. <...>

| | | | | | |
|---------------|-----------------|----------------|------------------|-------------|--------------------|
| moment | historic | student | inaugural | hand | charismatic |
| | longest | mature | pivotal | | |

Task 7. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> To make matter worse, as Mr. Bush fielded the journalists’s challenging questions, his Visual element worked against him. Standing in the tarmac, with his head inclined toward the phalanx of his inquisitors, he appeared hunched over. In that defensive stance, the collar of his jacket pulled away and had made his suit looks ill-fitting. And as he was peered into the forest of camera and microphones were pointed at him—and the midday sun overhead—he squinted his eyes and furrowed his eyebrow, too facial characteristics that had become other target of satire for this late-night comedians. Vainly, Mr. Bush tried to defend him, saying, “It’s amazing what happens when you run for president!” <...>

Task 9. Translate the following sentences into Ukrainian:

1) Nature nullifies Nurture. For some unearthly reason, many people cling to this preconception, and recite it, almost as a pledge of allegiance. The pledge persists despite overwhelming evidence and advice to the contrary from every corner and every walk of life, ranging from grade school at the low end to psychiatry at the high end. Change is possible for anyone.

2) The Democrats accused the Republicans of dirty tricks and the press immediately seized on the controversy. When then-Governor Bush made a campaign stop at the airport in Orlando, Florida, he was confronted about the issue during a press conference.

3) Moments later, he repeated it twice more. The reporters on the scene picked up on it. One of them suggested that the cause of the governor's chronic mispronunciations and malapropisms might be dyslexia.

4) His smartly tailored dark overcoat sparkled with droplets of mist. He held his head high, and his eyes, despite their innate narrow configuration, were now set in a determined, steely glint that added import to the concluding words of his speech.

5) Mr. Bush's predecessor, Bill Clinton, with his usual rhetorical flair and an established reputation as a superstar of the keynote circuit, seemingly did not need any makeovers. Clinton is often called "a natural," or "gifted," variations of the label that is often applied to charismatic speakers.

Task 10. Translate the following sentences into English:

1) Світ на карантині, усі працюють в домашніх умовах, і доводиться пристосовуватися. Великі проєкти, навчання, консультування — це все неможливо поставити на паузу, робота та спілкування тривають. Але вже онлайн. Наразі цей формат важливо опанувати для успішної презентації, лекції чи робочої наради.

2) Програмне забезпечення, онлайн налаштування — дуже важливо в ньому орієнтуватися, потестити завчасно, зрозуміти, як працюють опції для групової роботи, як відстежувати, хто є онлайн, як правильно використовувати опцію розподілу екрану зі слайдами тощо...

3) Ніщо так не дратує, як сидіти онлайн і чекати початку зустрічі, через те, що одна або дві людини не з'явилися. Деякі онлайн сервіси мають функції календаря, за допомогою якого кожен зможе потрапити на зустріч вчасно та чітко знати тематику заходу.

4) Якщо люди все ж з'являються із запізненням, не чекайте — розпочинайте роботу, щоб не доставляти незручностей іншим. Ті, хто не з'явився вчасно, зможуть переглянути увесь відеозапис презентації пізніше.

5) Слайди з великою кількістю тексту заплутують глядачів і важко читаються. Більше того, люди не згадають більшість з того, що на них було представлено. Використовуйте слайди як короткі нагадування про тему виступу.

6) Використовуйте простий заголовок і три-чотири пункти для підтримки головної теми. Пізніше ваша команда може повернутися назад і переглянути презентацію, тож, короткі слайди стануть простими нагадуваннями.

7) Переконайтеся, що ваша презентація легка для розуміння, а також стисла. Кожен слайд повинен представляти приблизно три-чотири хвилини матеріалу, а більше 15-18 слайдів — це досить важко для засвоєння. Якщо у вас є більше матеріалу, подумайте про те, щоб розділити презентацію на тематичні частини.

8) Попрактикуйтеся перед презентацією, щоб переконатися, що ваша промова має сенс, і щоб ви могли розповісти матеріал з хорошою артикуляцією та темпом, який кожен може зрозуміти. Функція відеозапису в онлайн програмах — прекрасний інструмент для перегляду ваших вмінь і навичок презентації.

9) Тільки тому, що ваша презентація має багато фактичної інформації — не означає, що вона повинна бути сухою і нудною. Ви можете додати цікавих моментів, від цього ваша промова не стане менш професійною.

10) Використовуйте цікаві історії та гумор, але щоб це було доречно. Люди не тільки будуть уважно вас слухати, вони ще й більше запам'ятають те, що ви їм презентували. Що б ви не робили, не будьте нудними!

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|----|-------------|--------------------|
| 1 | possible | |
| 2 | able | |
| 3 | cheer | |
| 4 | word | |
| 5 | harmony | |
| 6 | heart | |
| 7 | head | |
| 8 | face | |
| 9 | charm | |
| 10 | disappoint | |
| 11 | require | |
| 12 | change | |

CHAPTER 6

THE MENTAL METHOD OF PRESENTING : MAKE THE BUTTERFLIES FLY IN FORMATION

Task 1. Comment upon the quotes below relying on the key messages of the chapter under consideration:

“Sound mind, sound body”. (*Juvenal (60–130 AD)*)

“A sound mind in a sound body is a short, but full description of a happy state in this World: he that has these two has little more to wish for; and he that wants either of them will be little the better for anything else.” (*John Locke (1632–1704)*)

Task 2. Answer the questions below, provide your reasons:

- 1) What role does the mind play in physical performances?
- 2) How can such a form of acting known as “The Method” be described?
- 3) Who was the author of “The Method”?
- 4) Why do Method actors use concentration in their theatrical practices?
- 5) What is the essence of the Mental Method of Presenting?
- 6) Why is concentration considered to be the primary factor for success in any physical endeavor?
- 7) How does the technique *of raising the bar* work?
- 8) What does it mean to *think outside oneself* in presentations and speeches?
- 9) What is the foundation of the Mental Method?
- 10) How does the “*think YOU*” technique work in presentations and speeches?

Task 3. Consider the following statements *TRUE, FALSE, or NOT MENTIONED*:

- 1) The mind plays a particularly important role in mental performances unlike physical activities, such as sports, music, dance, and theater. _____
- 2) At the end of the day, the Author was not able to change their behavior infinitesimally, only to see them go out into the real world and slowly regress to a point further back from where he had started with them at the beginning of the day. _____
- 3) *The Method* was based on the ideas pioneered by William Shakespeare (1463–1538), the director of the Globe Theater. _____
- 4) In the process, the Studio became the spawning ground for legions of luminaries, among them Marlon Brando and Paul Newman; James Dean, Marilyn Monroe, and Robert DeNiro were not engaged in the Studio activities. _____
- 5) *The Method* rejected the long-established theater practice in which actions are deliberately staged to depict emotions, and reversed field to have emotions drive actions. _____

6) Think about your sport of choice, be it skiing, tennis, golf, swimming, basketball, or soccer; in each of them, concentration is either a secondary or a tertiary aspect. But in each of them, the mind is used to control the body. _____

7) The Author has battle-tested and refined this technique for three decades with thousands of private clients, and now offer them to you. _____

8) During coaching sessions with the clients, the Author never asks each participant to stand and deliver a brief presentation to the other participants in the room—their colleagues—while they record the presentation on a digital video camera, an intentionally adrenaline-inducing scenario. _____

9) The minor factor in this shift is concentration. Concentration is a noticeable factor for success in any physical endeavor, particularly sports. _____

10) Meditation. Mike Tyson’s mother taught him to focus by emptying his mind of extraneous thoughts. Today, his mental prowess is prominently featured on par with his athletic ability in a series of ads for Accenture. _____

Task 4. Provide the synonyms and antonyms (if any) for the key words below:

| | Key word | Synonyms | Antonyms |
|----|-----------------|-----------------|-----------------|
| 1 | relevant | | |
| 2 | monocular | | |
| 3 | prominently | | |
| 4 | constantly | | |
| 5 | distant | | |
| 6 | effectiveness | | |
| 7 | intentionally | | |
| 8 | deliberately | | |
| 9 | disservice | | |
| 10 | unwilling | | |

Task 5. Match the definitions to the words below:

| | | | |
|---|----------|----|--|
| 1 | seminal | a. | to make small changes to something in order to improve it; to remove things from a natural substance in order to make it pure. |
| 2 | refine | b. | work done by a person who is not permanently employed by a particular company but who sells their services to more than one company. |
| 3 | scenario | c. | used for emphasizing that you mean all or every part of something; |

| | | | |
|----|------------|----|---|
| 4 | sergeant | d. | to return to a previous and usually less developed state or condition; |
| 5 | freelance | e. | relating to the business and art of theatre; behaviour that is very emotional and aims to attract attention. |
| 6 | entire | f. | a situation that could possibly happen; a written description of what happens in a play or film; a projection of a future event based on the best/worst outcome possible. |
| 7 | regress | g. | one of the people most admired in a particular profession. |
| 8 | theatrical | h. | to spread ideas, beliefs etc to a lot of people; to grow new plants from seeds or from pieces cut from an existing plant, or to make a plant produce more plants. |
| 9 | luminary | i. | a person of low rank in the army, air force, or marines; a police officer of middle rank, below that of inspector. |
| 10 | propagate | j. | a seminal piece of writing or music is new and different and influences other literature or music that comes after it. |

Task 6. Describe the picture below providing factual and conceptual information relevant to the image under consideration:



Task 7. Read the paragraph below. Fill in the gaps using the words in the box:

<...> As the day progressed, she learned about reading **the****of** her audience. When she got to her fourth and final iteration, she stood up in front of the camera and spoke to **one****at** a time, but this time, she squinted. She had not squinted earlier in the day when she was delivering the identical content to the identical group. Although she had been looking at her audience during her**effective****iteration**, she had not been connecting with them. The Mental Method enabled an effective presenter to truly**with** her audience. For a personal experience, let's turn back to the example in chapter 4 of a speech I gave at **an****banking** conference and the video recording that followed.

During the entire speech, I was able **to****at** maximum effectiveness because I was focused on the audience. As I delivered my words, I watched how the individual members of the audience received them. I looked for their head nods, smiles **of**....., or quizzical looks, and I adjusted my content to what I saw. Whenever I saw understanding, I moved **on**;**I** saw puzzlement or doubt, I elaborated briefly. But during the video recording, when I was focused only on**and** my performance— and had not Verbalized my material—I stumbled repeatedly. <...>

| | | | | | |
|-----------------|-------------------|--------------------|---------------|------------------|----------------|
| whenever | investment | recognition | myself | reactions | initial |
| | person | seemingly | engage | present | |

Task 8. Identify the mistakes in the passage below and provide the necessary corrections:

<...> Concentration of paramount importance in skiyng. To effective, skier musts constantly fucose the proper positioning of body weiht in relation to the slope of hill. That factor become indelibly clear to me many years ago on a cold, clear January day in the Vermont. I been skiing vigorously all day and than took that one last run down the mountain. Exilarated but fatiged, I to the bottom of hill and relaxed to my final turn. With my concentration of my skis, my weiht shifted backard. The left skis caught on mound, but I moving too slowly to relese the boot bindings. In that one instant, I tore the medial collateral ligament in my knea and ended my skiing days for-ever. <...>

Task 9. Translate the following sentences into Ukrainian:

1) Here we are about a quarter of the way into this book and we've only now come to the point at which conventional presentation skills advice begins: the physical expression of your presentation or speech with your body language and voice.

2) Over the course of my many years as a coach, I have found that this is what most people refer to or expect when they seek consultation for their mission-critical pitches. More often than not, I have been asked to coach only the delivery skills.

3) Whenever I saw understanding, I moved on; whenever I saw puzzlement or doubt, I elaborated briefly. But during the video recording, when I was focused only on myself and my performance—and had not Verbalized my material—I stumbled repeatedly.

4) As the day progressed, she learned about reading the reactions of her audience. When she got to her fourth and final iteration, she stood up in front of the camera and spoke to one person at a time, but this time, she squinted. She had not squinted earlier in the day when she was delivering the identical content to the identical group.

5) She was very comfortable in front of her peers, and she presented with considerable poise and animation. Then, when she sat down to see the video playback, she realized that she had forgotten to bring her eyeglasses and had to squint at the screen.

Task 10. Translate the following sentences into English:

1) Тема – це перше, що чує твоя аудиторія, тому варто витратити час на те, щоб сформулювати її чітко та цікаво. Вона має заінтригувати та привернути увагу слухачів.

2) Логічна структура презентації – це один з найважливіших елементів твого виступу. Якщо презентація буде хаотичною, то аудиторія втратить фокус. Для початку, можна просто намалювати структуру та логічні блоки презентації на папері, а потім перенести їх у програму.

3) Правило, що було запропоноване Гаєм Кавасакі, наголошує на тому, що презентація має складатися не більше, ніж з 10 слайдів, тривати не більше 20 хвилин, а текст має бути написано не менше, ніж 30-м розміром шрифту.

4) Для того, щоб слухачі не заснули під час твоєї презентації, варто продумати інтерактивні моменти. Аудиторія сподівається почути та побачити справжні емоції, а не просто сухі факти без будь-якої пристрасності чи гумору. Додайте у презентацію цікаве відео чи влучну картинку.

5) Пам'ятайте про зоровий контакт. Найкращий спосіб для підтримки зв'язку з аудиторією – дивитися їй у вічі.

6) Ніколи, будь ласка, ніколи не роби презентацію, читаючи її з папірця! Це показник жахливої неповаги до аудиторії та відсутність зв'язку з аудиторією. Краще витратити деякий час і ретельно підготуватися до презентації, вивчивши текст напам'ять.

7) Секція «питання-відповідь» – обов'язкова частина успішної презентації, таким чином спікер демонструє увагу до аудиторії і допомагає їй розібратися з усіма недопрацьованими моментами.

8) Для більшої впевненості краще проговорити свою презентацію перед дзеркалом. Це гарний спосіб подивитися на себе зі сторони та допрацювати свої помилки та недоліки.

9) Якщо в тебе є можливість прийти раніше на локацію, де буде відбуватися твоя презентація, не хеґтуй цією можливістю. Перевір, чи все технічне обладнання працює.

10) Немає сенсу хвилюватися, важливо розуміти, що твоя аудиторія – це такі самі живі люди, як і ти, тому нічого не станеться, якщо ти зробиш помилку. Просто почувайся вільно та впевнено. Саме тоді все буде чудово!

Task 11. Provide as many derivatives as possible to the words below using the necessary prefixes and suffixes:

| | <i>Word</i> | <i>Derivatives</i> |
|----|-------------|---------------------------------------|
| 1 | fly | FLIER, FLYING |
| 2 | formation | INFORMATIVE; FORMATIVE |
| 3 | image | MISIMAGE |
| 4 | human | HUMANITY; HUMANE |
| 5 | likely | LIKELINESS; UNLIKELY |
| 6 | speech | SPEECHLESS \ SPEECHLESSNESS |
| 7 | act | PROACTIVE, ACTORVIST (ACTOR+ACTIVIST) |
| 8 | depict | MISDEPICT |
| 9 | point | POINTLESS (SENSELESS) |
| 10 | effect | |
| 11 | happy | |
| 12 | thought | |
| 13 | suspect | |
| 14 | train | |
| 15 | picture | |
| 16 | irony | |
| 17 | book | |
| 18 | radical | |
| 19 | conclude | |
| 20 | reduce | |

THE FINAL TEST

- 1) Who does this vigorous gesture belong to (*“saw one’s forearm repeatedly punch the air with the four fingers of one’s hand curled in to one’s palm while one’s thumb rested on top”*)?
 - a) Bill Clinton;
 - b) John Kennedy;
 - c) George Bush;
 - d) Donald Trump;
 - e) no correct variant above.

- 2) Who is the author of *“I Have a Dream”* speech?
 - a) Bill Clinton;
 - b) John Kennedy;
 - c) George Bush;
 - d) Martin Luther King;
 - e) no correct variant above.

- 3) What plays a particularly important role in physical performances, such as sports, music, dance, and theater?
 - a) memory;
 - b) mind;
 - c) conscience;
 - d) soul;
 - e) no correct variant above.

- 4) When did such form of acting known as *“The Method”* revolutionize the theatrical profession?
 - a) in the middle of the twentieth century;
 - b) in the end of the twentieth century;
 - c) in the beginning of the twentieth century;
 - d) in the end of the nineteenth century;
 - e) no correct variant above.

- 5) Whose ideas was *The Method* based on?
 - a) William Shakespeare;
 - b) Bohdan Stupka;
 - c) James Cameron;
 - d) Constantine Stanislavski;
 - e) no correct variant above.

6) What is considered to be the pivotal factor in the shift from the speaker to the audience?

- a) drama effects;
- b) body language;
- c) attention;
- d) concentration;
- e) no correct variant above.

7) How is the abbreviation of *PME* deciphered in the context of Chapter 4?

- a) Precision Measuring Equipment;
- b) Positive Mental Attitude;
- c) Planned Maintenance Engineering;
- d) Personnel Management for Executives;
- e) no correct variant above.

7) How is the abbreviation of *NME* deciphered in the context of Chapter 4?

- a) New Musical Express;
- b) Negative Mental Attitude;
- c) New Memory Approach;
- d) Neutral Mind Assessment;
- e) no correct variant above.

8) What helps to crystallize ideas according to the Author of the Book under consideration?

- a) verbalization;
- b) the Mental Method;
- c) body language;
- d) vocalization;
- e) no correct variant above.

9) What has become *the lingua franca* of the twenty-first-century Communications?

- a) Facebook;
- b) World Wide Web;
- c) You tube;
- d) Power Point;
- e) no correct variant above.

10) How many different Flow Structures are described in “*Presenting to Win*” book?

- a) 5;

- b) 16;
- c) 10;
- d) 2;
- e) no correct variant above.

11) What are the 2 simplest types of Flow Structures according to the Author of the book under consideration?

- a) figurative and metaphorical;
- b) chronological and numerical;
- c) chronological and negative;
- d) chaotic and numerical;
- e) no correct variant above.

12) According to the Author of the book under consideration a famous mnemonic device for a speaker's main themes is called....

- a) Irish columns;
- b) French columns;
- c) Roman columns;
- d) Russian columns;
- e) no correct variant above.

13) How do they call the technique of laying out all the possible ideas one might consider and then evaluate, select, or reject each idea?

- a) clarification;
- b) brainstorming;
- c) verbalization;
- d) the Mental Method;
- e) no correct variant above.

14) What types of speakers does Mark Twain single out?

- a) those who get nervous and those who are liars;
- b) those who get confused and those who are liars;
- c) those who get nervous and those who are traitors;
- d) those who get stressed and those who are extremely strong;
- e) no correct variant above.

15) The following positions (*the upper arms press tightly against the side of the body, positioning the forearms and hands to be able to quickly dart down to protect the vulnerable underbelly; as a result, the elbows clasp the body*) are commonly called:

- a) body wrap;

- b) face-to-face position;
- c) time lapse position;
- d) fight-or-flight position;
- e) no correct variant above.

16) The words “<...> *America, tonight, if you feel the same energy that I do, if you feel the same urgency that I do, if you feel the same passion that I do* <...>” belong to one of the keynote speeches delivered by:

- a) Barack Obama;
- b) Bill Clinton;
- c) George Bush;
- d) Donald Trump;
- e) no correct variant above.

17) The following examples 1) *When the deer in the headlights presenter’s hand trembled, you felt it;* 2) *When the presenter stepped into the bright light and squinted, you winced;* vividly illustrate:

- a) fight-or-flight emotional state;
- b) deer-in-the-headlights emotional state;
- c) presenter behavior/audience perception relationship;
- d) speaker’s relationship with the power point presentation designers;
- e) no correct variant above.

18) What politician being dry-as-dust was no match for the Bill Clinton’s charm?

- a) Bob Dole;
- b) Donald Trump;
- c) Joseph Biden;
- d) Arnold Schwarzenegger;
- e) no correct variant above.

19) Fill in the gap: The *delivery system lifted the payload into orbit and the convention delegates at the packed Fleet Center in Boston rose in unison to give Obama anovation.*

- a) ineligible;
- b) extraordinary;
- c) insulting;
- d) enthusiastic;
- e) no correct variant above.

20) Who became the 44-th president of the United States by just one 16-minute, 25-second speech?

- a) Joseph Biden;
- b) Bill Clinton;
- c) Barack Obama;
- d) Hillary Clinton;
- e) no correct variant above.

21) How can the phrase *monkey see, monkey do* be explained according to the Author of the Book under consideration?

- a) what is seen is the same as what is felt;
- b) what is seen is the same as what is planned;
- c) what is planned is the same as what is felt;
- d) what is seen is the same as what is presented;
- e) no correct variant above.

22) Complete the following sentence: *Positive or negative, either way, the audience responds to the presenter's behavior.....*

- a) voluntarily;
- b) confidently;
- c) involuntarily;
- d) unconfidently;
- e) no correct variant above.

23) In the following piece the concept ofis discussed: *That is a direct correlation between what the presenter does and says and how the audience feels about the presenter; a link between the presenter's behavior and the audience's perception of the presenter.*

- a) degrading treatment;
- b) sympathy;
- c) frustration;
- d) empathy;
- e) no correct variant above.

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