COURSE MATERIALS

ACADEMIC AND PROFESSIONAL SPEAKING SKILLS

MODULE 4

SPEECH ORGANIZATION AND GENRE. JOB INTERVIEWS AND ORAL PRESENTATIONS

Secció d'Anglès
FIB

1. JOB INTERVIEWS

1.1 YOUR CV

If you are trying to find a job, you are probably concerned with writing an effective CV (curriculum vitae or resume), and preparing a job interview. You need to carefully study the requirements of the job you are applying for so that you can adapt your CV to a particular situation.

If you need help for CV writing, you can visit the following websites for contents and formats.

1. The American format

http://owl.english.purdue.edu/owl/section/6/

Here you will find the American standard format, and you will find advice on how to organize the information in different ways (according to target).

2. The European format

http://europass.cedefop.europa.eu/en/about

On this website, you can find examples of the European format, which you can adapt to your needs.

Don't forget that some of the questions in your job interview are based on the information provided in your CV

1.2 PREPARING FOR THE INTERVIEW

Preparation for the interview involves two activities: *research* and *anticipation.* Begin by finding out everything you can about the organization. What does it do? What does it make? Who is the competition? The more you know about the organization, the more you will be able to relate your experience and skills to the needs of the organization. You also prepare by learning to anticipate. This means exercising your powers of imagination. Start with some questions that change your focus and point of view from your own perspective to that of the interviewer. What would you ask i f you were in the position of hiring someone to do that job?

You can also prepare by anticipating the general types of questions that are common to many job interviews:

• *What are your career goals?*
• *Why do you want to work for this company?*
• *How does your experience relate to this job?*

Preparation means rehearsing by thinking about what you will say and imagining the response. If you are asked about your long-range plans or ability to work with a project team, your response should show that you have thought about the answer. The interviewer will recognize if this is the first time you have ever considered your answer. Don't go to the other extreme and memorize your answer; people expect to interview a person, not a stage performer.

Finally, there is practice. Every interview builds your experience. Go to interviews even when you don't expect to get the position. You can be more relaxed if you do not expect success. Every interview is good practice i f you are attentive and try to learn from your growing experience.

The interview

Your interviewer will expect you to be somewhat nervous. After all, you are aware of being compared to other candidates. You know that you are being judged on how you present yourself. The best preparation is being ready.

You also want to make a good impression. You are responsible for providing your interviewer with information about your skills and abilities which correspond to the organization's needs. Research the organization and prepare some intelligent questions before the interview. Be prepared to discuss personnel policies and future directions. The knowledge you demónstrate will show your interest in the position.

Remember, when a company or organization is hiring a new employee it is making an investment in time and money. Naturally the people who do the hiring are going to be careful. They need to discover what sort of person they are hiring. Interviewers will want to know how your various experiences and achievements relate and how you will perform in the job. They will expect you to provide the relationships between your abilities and their needs.

Every job applicant should be prepared to answer the following tough questions:

1. *Tell me about yourself.*
2. *Why do you want to work here?*
3. *What do you expect to be doing (five) years from now?*
4. *What are your strengths and weaknesses?*
5. *What do you find rewarding about your present job?*
6. *What was your previous salary?*
7. *Have we covered everything?*

TASK 1
Comparing two interviews. Here we look at interviews from the point of view of both the candidate and the interviewer. There are two recorded interviews to listen and evaluate.They may later serve as models for your performance.

Answer these questions:
1. Which of the candidates performed better? Why?
2. Which interviewer did his/her job better? Why?

TASK2
Reflecting on participants' attitudes. Here is some advice that might be given to inexperienced participants. Which of the points do you agree with entirely or partly? Why?

Interviewer

1. *Make sure you're not interrupted or phoned during the interview*
2. *Ask each candidate the same questions*
3. *Make sure the candidate has an uncomfortable, low chair*
4. *Ask the candidate about his/ her political and religious beliefs*
5. *Only trust a candidate who looks at you straight in the face*
6. *Trust your first impressions*
7. *Avoid talking too much yourself*
8. *Tell the candidate about the terms and conditions of the job*
9. *Find out the candidate's opinion on a variety of topics*
10. *Ask the candidate to give details about some of the information in his/her CV*

Candidate
1. *Make sure you have a clear picture of the scope of the job*
2. *Wear smart, formal clothes*
3. *Arrive on time*
4. *Be honest and say you may not meet some of the requirements for the position*
5. *Try to find an opportunity to emphasize your strong points*

6. *Explain everything in detail. The interviewer needs to know about you*
7. *Don't ask questions*
8. *Don't badmouth past employers or co-workers*
9. *Be ready to give details about the information in your CV*
10. *Pay attention to all the interviewer is saying*

TASK 3
VIDEO
Use these videos for advice and a bit of practice

http://www.manythings.org/b/e/15/
http://www.youtube.com/watch?v=wdFUIHCht9Q
A bit of language used in interviews
What questions would you add in the first ingterview?

http://www.youtube.com/watch?v=BkL98JHAO_w
A mock job interview to work basically on most common questions and answers

http://www.youtube.com/watch?v=VCr7ZXNKz6A&list=PL37D1515892814808
Recommendations on how to conduct an interview, including various aspects, from planning to performance

Mock Job Interview Questions and Tips for a Successful Interview
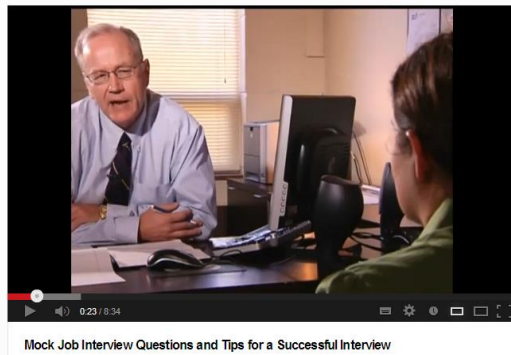
TASK 4
ROLE PLAY
Use the materials in Appendix 1 and Appendix 2 to prepare and roleplay an interview.

2. DESIGNING TECHNICAL PRESENTATIONS

2.1 WHAT IS AN ORAL PRESENTATION?

Oral Presentations

To deliver an oral presentation is to communicate technical information orally in a variety of situations like:

- impromptu speeches at a meeting or seminar
- formal presentations in academic or work settings

Problem-solving approach to oral presentations

An effective oral presentation requires thorough preparation (we talk about "designing a presentation" in much the same way as we talk about document design). This means that you need to go through a process:

- Figure 1 below illustrates some of the typical decisions technical communicators make, which apply to writing as well as to speaking, given the obvious parallels between preparing a written report and an oral presentation. In either case, students have to go through the stages of Planning (analyzing the audience, considering the purpose, gathering and structuring information), Drafting, Revising.
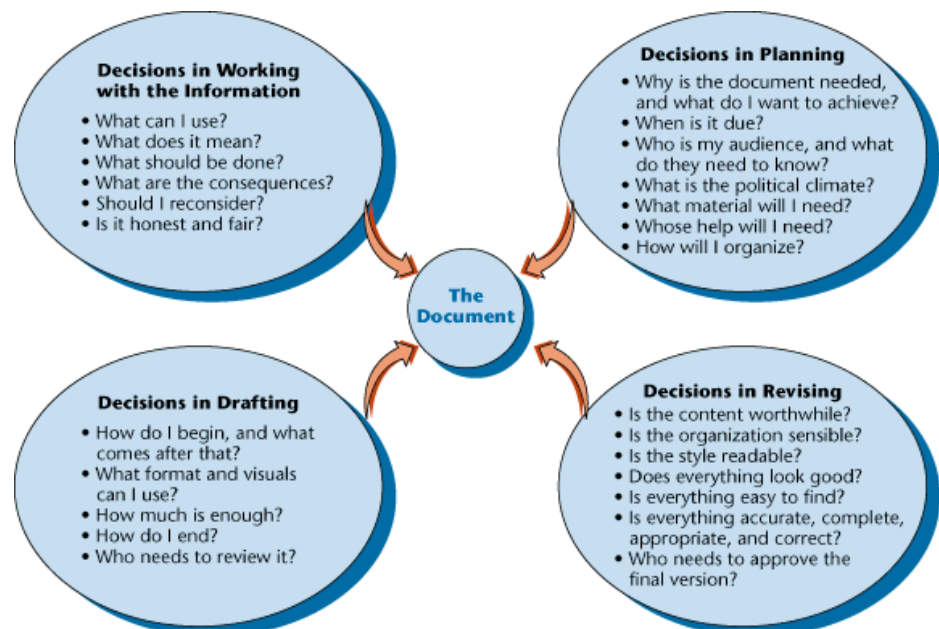
Decisions in Working with the Information
- What can I use?
- What does it mean?
- What should be done?
- What are the consequences?
- Should I reconsider?
- Is it honest and fair?

Decisions in Planning
- Why is the document needed, and what do I want to achieve?
- When is it due?
- Who is my audience, and what do they need to know?
- What is the political climate?
- What material will I need?
- Whose help will I need?
- How will I organize?

The Document

Decisions in Drafting
- How do I begin, and what comes after that?
- What format and visuals can I use?
- How much is enough?
- How do I end?
- Who needs to review it?

Decisions in Revising
- Is the content worthwhile?
- Is the organization sensible?
- Is the style readable?
- Does everything look good?
- Is everything easy to find?
- Is everything accurate, complete, appropriate, and correct?
- Who needs to approve the final version?

Figure 1. Preparing an oral presentation: Stages
Source: Lannon (2000: 610)

Differences between speech and writing:

However, in the particular context of oral presentations, you need to be familiar with the specific features that distinguish speech from writing. Remember the models presented in previous units. Pay special attention to the following characteristics of **SPEECH**:

- Redundancy, repetition, and rephrasing.
- Discourse organization is even more apparent in speech than in writing, hence the importance of all types of discourse markers ("signposting").

- Differences in syntax (constructions are less complex, use of coordination and juxtaposition, etc.).
- Tactics used by the speaker to give himself/herself time to plan and organize discourse (fillers and hesitations).
- Natural features of speech which are completely acceptable (e.g. incomplete sentences, false starts). Remember that you don't have to speak in complete "sentences".

TYPES OF TECHNICAL PRESENTATIONS

Technical presentations can be classified according to format and purpose:

- **FORMAT**: formal and informal presentations
- **PURPOSE**: informative and persuasive presentations

FORMAT:

Informal Presentations

Informal presentations are the most common type of presentations students are likely to give in both academic and professional settings.

By informal we mean those (usually short) presentations given after little or no preparation at all. Informal presentations in technical contexts include

- briefings (informative talks based on laboratory results, procedures, progress reports, etc.)
- instructions
- committee reports (presentations given at meetings)
- telephone calls, group discussions in seminars, etc.

Even it is an informal presentation, you should try to develop some basic strategies to manage the task:

- (1) narrowing down the topic and defining the scope of the presentation
- (2) considering the audience
- (3) sketching an informal outline with the main points to be covered
- (4) choosing an organizational pattern suited to the scope of the presentation (e.g. sequential order seems appropriate for presentations dealing with instructions and procedures).

Formal Presentations

Formal presentations are longer and usually require careful preparation and planning. This is the type of presentation that we focus on in this unit.

While informal presentations are usually delivered as impromptu speeches, FORMAL PRESENTATIONS can be delivered in one of these four modes:

- **impromptu** (or inventing as you speak)→ used in small meetings and on simple topic.
- **extemporaneous** (speaking from an outline of key points)→the most common type

- **scripted** (read aloud)→ when conveying exact, precise technical details in a limited time slot.
- **memorized** (you have to remember everything)→ It takes a long time to prepare, offers no chance for revision, and the speaker might loose track if he/she forgets something.

When preparing a formal presentation, follow the **EXTEMPORANEOUS DELIVERY**→ it **needs to be carefully planned** and **practiced**. Besides, it is **based on notes** that keep you on track.
Advantages:

- It is the most natural way of addressing an audience
- You can glance at your material (whether you use powerpoint or transparencies) and speak in a conversational style
- It is based on key ideas in sentence or topic outline form (rather than fully developed paragraphs to be read or memorized).

Remember that in this course you need to prepare a formal presentation and to be delivered using an extemporaneous mode.

PURPOSE:

The second classification is based on general purpose: to **INFORM** or TO **PERSUADE**. Other purposes (to teach, sell, instruct, etc.) can be subsumed under these two main types.

- **to inform**→ to present information to an audience so that they will understand and remmber it. You should state your ideas as simply and clearly as possible.
- **to persuade**→ to convince your company of the need to buy a particular type of equipment, for example.

If you design a **persuasive presentation**, you need to pay attention to building arguments, with techniques like the following:
  (i) using connecting words (mainly contrast, consequence, and addition) to highlight the relationship between different points;
  (ii) pointing out cause-effect relationships (factual relationships, implied cause-effect, explicit cause-effect, etc.); and
  (iii) making recommendations.

Typical Organization of an oral presentation: outline

1.	**Introduction:**	It gets the audience's attention.
2.	**Overview:**	You tell the audience what you are going to talk about and outline the different parts of the talk.
3.	**Main body of the speech:**	It contains your main ideas presented in a logical order (e.g. chronological/sequential, problem-solution, general-specific, etc.).
4.	**Summary statements:**	They help your listeners remember the main ideas presented. It completes your speech and helps you round it up.
5.	**Question and answer period**:	You thank your audience for their attention and invite them to ask questions.

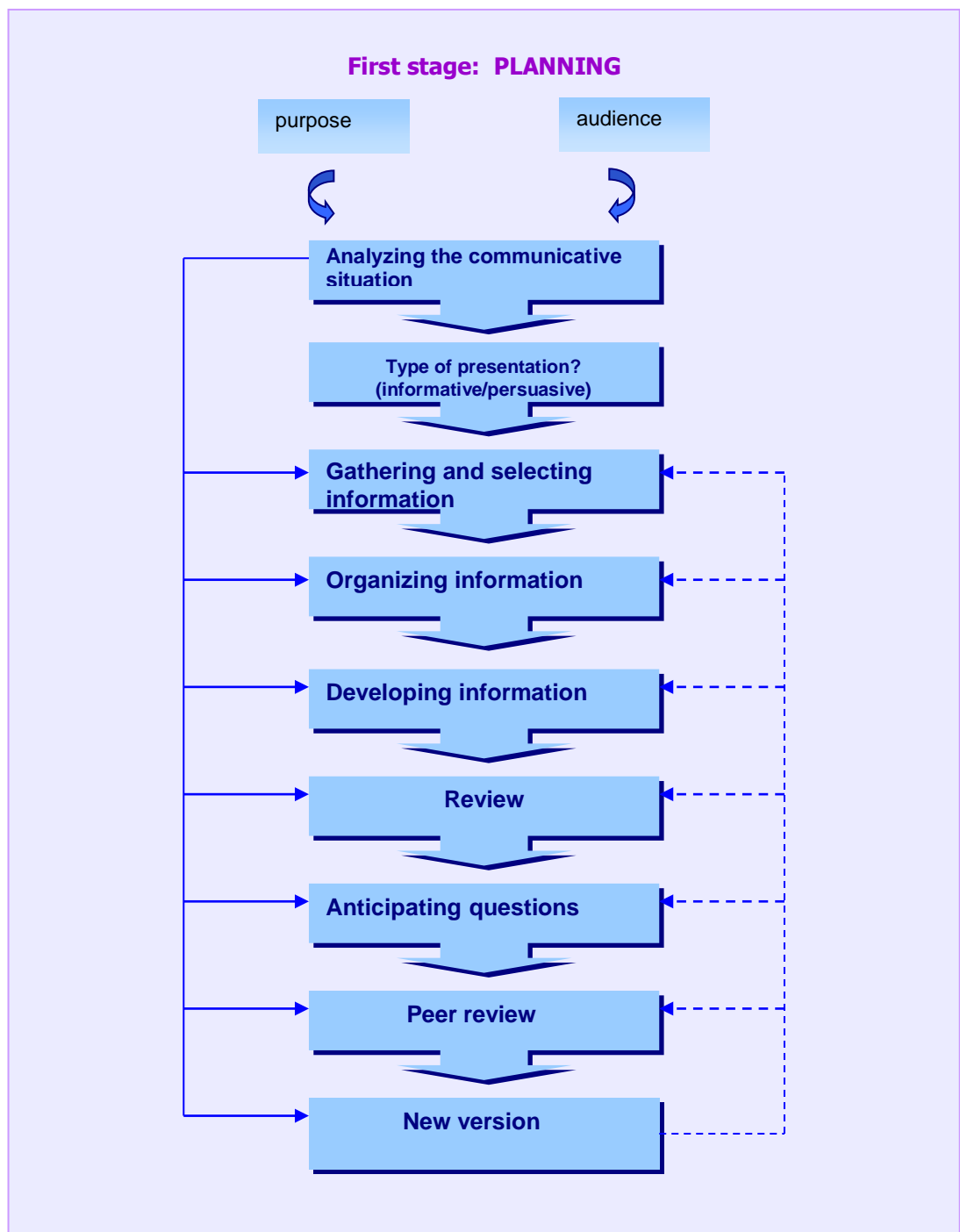**2.2 STAGES FOR THE DESIGN OF ORAL PRESENTATIONS**

Once you have defined the characteristics of the technical presentation to be delivered (**formal**, **extemporaneous**, and **either informative or persuasive**), you need to carefully plan the process.

Use a detailed framework that can account for the different stages in preparing and delivering your presentation.

According to the framework we have designed, a technical presentation is considered **a process consisting of three main stages**:

- **PLANNING**
- **DELIVERY**
- **EVALUATION**.

The guidelines to help you tackle these decisions are illustrated in the diagram below:

First stage: PLANNING

| purpose | audience |

- Analyzing the communicative situation
- Type of presentation? (informative/persuasive)
- Gathering and selecting information
- Organizing information
- Developing information
- Review
- Anticipating questions
- Peer review
- New version

1.
PLANNING

The PLANNING STAGE begins with the analysis of the communicative situation, especially considering:

- **Who** are you going to talk to?➔ **the audience** and
- **Why** are you giving a presentation?➔ **the purpose**
- **How** long will your presentation be?➔ **length** (a 20-minute presentation maybe?)
- **Where** will your presentation be?➔ **place** (big enough room with all the equipment you need)
- **When** will you presentation be?➔ **date**

After this analysis, you should be able to:

- **Narrow down the topic** and **scope** of the presentation, making sure the the presentation is pitched at the appropriate **level of technicality** (i.ed. highly technical, semi-technical, or non-technical), depending on the audience's level and requirements.
- **Gather and select information:** do some research on the topic.
- **Structure and develop information:** create an **OUTLINE** for your presentation **considering the time** you'll have to speak and the use of **visuals** (see e.g. Figure 3 below).
- **Review and adjust** the scope, the contents, tone or language of the presentation until you are satisfied with the result.
- **Anticipate questions** from the audience. You may decide whether you will provide the answers during the talk itself or in the discussion afterwards. The presenter needs to have a clear idea of the most plausible questions that may come up and should think of a possible answer.
- **Peer review.** The feedback given by other students can be very valuable, not only for the insights that can be gained by sharing one's work with peers, but also because fellow students are also part of the intended audience of the presentation.
- **NEW VERSION.** From your own revision and that of other students', you have to come up with a new version.

Pollution Threats to Local Groundwater

1.0 Introduce the Problem

   1.1 Do you know what you are drinking when you turn on the tap and fill the glass?

   1.2 The quality of our water is good, but not guaranteed to last forever.

   1.3 Cape Cod's rapid population growth poses a serious threat to our freshwater supply. *(transparency: a line graph showing twenty-year population growth)*

   1.4 Measurable pollution in some town water supplies has already occurred. *(transparency: two side-by-side tables showing twenty-year increases in nitrate and chloride concentrations in three town wells)*
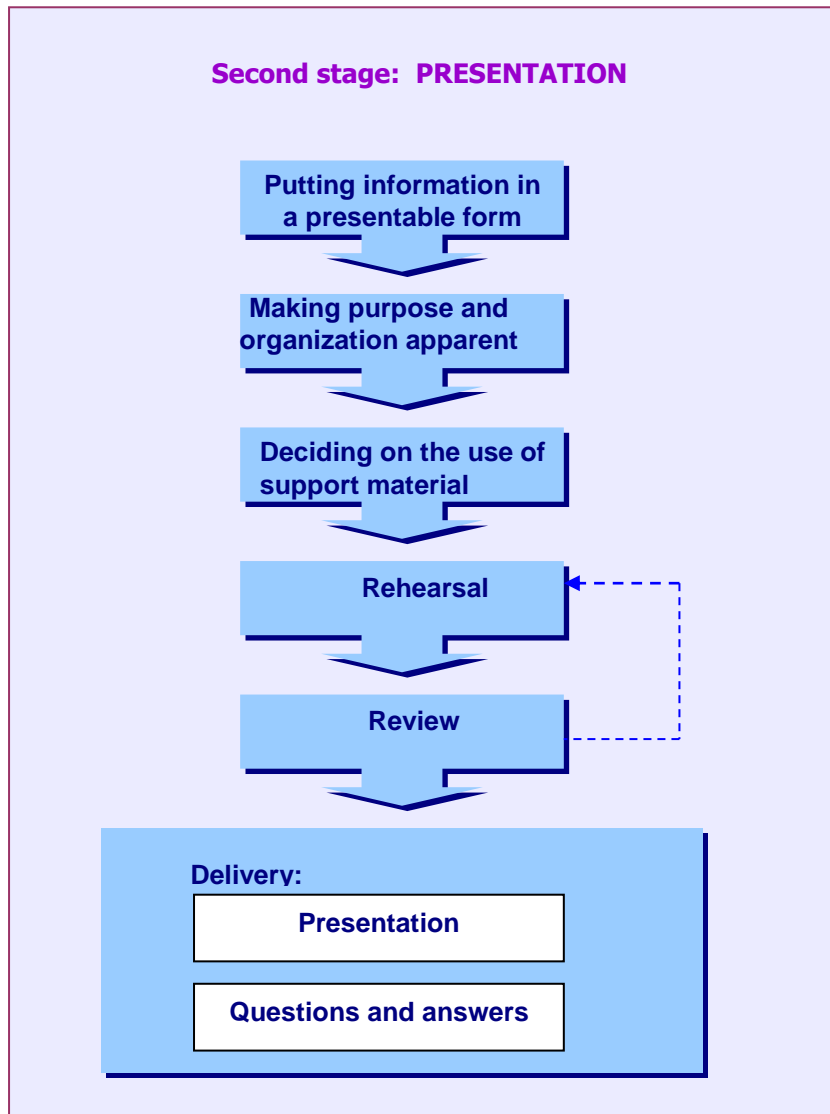
   1.5 What are the major causes and consequences of this problem and what can we do about it? *(poster: a multicolored list that previews my five subtopics)*

2.0 Describe the Aquifer

   2.1 The groundwater is collected and held in an aquifer.

     2.1.1. This porous rock formation forms a broad, continuous arch beneath the entire Cape. *(transparency: a cutaway view of the aquifer's geology)*

Figure 3: Outlining your presentation and considering the use of **visuals** (slides)

Second stage: PRESENTATION

Putting information in a presentable form

Making purpose and organization apparent

Deciding on the use of support material

Rehearsal

Review

Delivery:

Presentation

Questions and answers

2. PRESENTATION or DELIVERY

During the second stage (DELIVERY), you should **focus on ways of preparing the information to be delivered orally**.

- **Putting information in a presentable form**. Maybe through an electronic slide presentation using Powerpoint software (with bullets).
- **Making purpose and organization apparent.** Make sure you introduce the general organization of your presentation at the beginning and that you use headlines throughout so that your audience can follow your presentation easily.
- **Decide on the use of support material.** Consider whether it is convenient to supply other materials for the audience (e.g. handouts, diagrams and pictures, etc.).
- **Rehearsal** and **review.** Rehearsing your presentation will help you review it and see if you present too much or too little information, or if something needs to be clarified or further explained. It is an essential step to review the whole process. After that, you will feel confident that your presentation is relevant, appropriate, and accessible.
- Now you should be ready to **deliver it** and then answer the questions from your audience. Remember that the **question and answer period** is also part of the presentation.

Third stage: EVALUATION

Self-evaluation
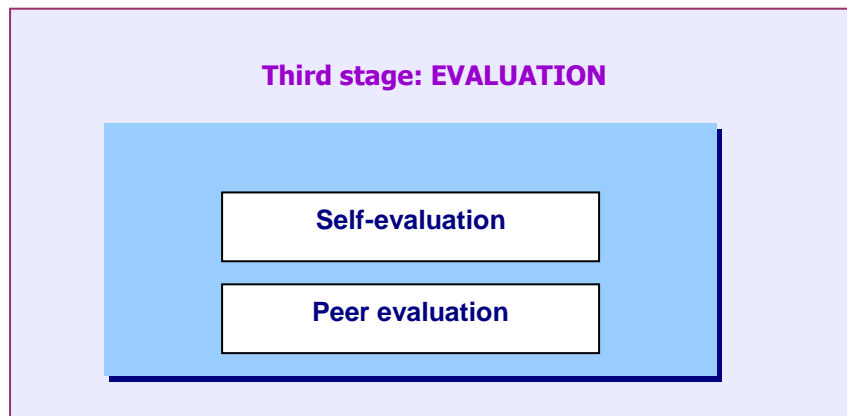
Peer evaluation

3. EVALUATION

Finally, the EVALUATION STAGE is also considered to be an essential part of the presentation itself.

- **Self-evaluation**. At this stage, you will be encouraged to reflect on both your own presentation and what you can learn from other students' presentations.

- **Peer evaluation.** After the question and answer period following each talk, the class will engage in a discussion on the speaker's impressions on his or her own talk, the strategies used to solve specific problems, the audience's views on the strong points of the presentation and suggestions for improvement.

> *Delivering an oral presentation: parts*

1. Introducing the presentation

The introduction is the point at which you make the biggest impression on your audience. The first words you say set the tone for the entire wtalk and create expectations in your listeners. If you are disorganized at the start, it will be hard to retrieve the audience's confidence. **The following tips will help you** sound confident and **organized:**.

- **Introduce yourself**. First of all, briefly tell your audience who you are (your position in the company, "*Hello everyone, I'm John Smith, the managing director at Sonics...*").
- **Connect.** Think of something to say that means something important to your audience. It could be a problem that you know how to solve, or a fact or statistic that they need to know. This opening statement or question shouldn't take longer than a minute and should give them something to think about.

2. Providing an overview of your presentation

After your opening statements, you should
- tell your audience **what you're going to talk about** (the topic: "*Today I'm going to talk to you about....*")
- give a brief **overview of your presentation** (mentioning what you are going to cover, "*My presentation will be divided in three parts. Firstly, I'm going to... Finally, I'm going to examine..*.").
- **how long will it take** (time)
- Tell your audience about **the question period** (whether you'll answer question during your talk or at the end of your presentation).

Don't forget to look directly at your audience from the very beginning and to make
- **eye contact**. Look at all of them. Speakers who make eye contact appear confident. Try not to stare at your notes.

3. Presenting the body of speech

After you give your overview, you can begin with the presentation itself. During the planning stage you will have organized your presentation into main points and supporting ideas.
- **Emphasize the structure** of your presentation (*first, second, then... finally... in contrast.... consequently*). Use transition words to help you move from one idea to the next.
- **Summarize frequently.** If you shift topics or move to a new component of your presentation, help your listeners follow you by summarising briefly what you've just said, and predict what's coming next (*As you can see, there are three problems: cost, availability and quality*...)
- **Refer to your visuals** if you have included them, but try not to read directly from them. Remember to introduce your visuals to your audience (*If you look at this chart, you'll see that... I'd like you to look at this table*...).

- **When showing your visual to your audience,** give enough time to absorb the information. Pause to allow them to look at the information and then explain why the visual is important.
- **Use simple, direct language**. Remember that the audience is not able to read and think about your subject, so you need to use words they can uncerstand quickly and easily. Define technical jargon you use if you think your audience may not know it.
- **Vary your tone and speed**. Try not to speak in a flat monotone

because it will bore your audience. Emphasize key words and make sure you pause in the right place (usually between ideas in a sentence). Remember that <u>if you speak too fast, you will lose your audience</u>. <u>Nervousness</u> may cause you to race through your material, so slow down.

- **Body language.** <u>Try not to stand with your hands in your pockets</u> or with your arms crossed over your chest. Find a position that feels comfortable and looks relaxed. Avoid fiddling with jewelry or your hair because it can put off your audience.

4. Provide summary statements

At the end of your presentation, you should help your listeners remember that you've said, so

- **summarize your talk** reestating the main points (*To summarize, I....)* and
- **remind the audience of what you have told them** (*That brings me to the end of my presentation. I've talked about...*).

5. Answering questions from the audience

After finishing your presentation and thanking your audience, it is customary to ask if the audience has any questions. <u>If no one has questions</u>, then simply <u>say "thank you."</u> But if there are questions, here are some tips:

- **Thank the person who asked you a question** and **re-word it**. This will <u>will give you time to think of an answer</u>. By asking the question again, you also make sure that other people in the audience understand the question (*That's an interesting question. How are we going to get voluntary redundancy?...*).
- Once you've answered the question, **check if the person who asked is happy with answer** (*Does this answer your question?...i hope this explains the situation for you...).
- **If you don't know the answer to a question**, say you don't know. It's better to admit not knowing something than to guess and maybe get it wrong. You can say something like "*I'm afraid I'm unable to answer that at the moment. Perhaps I can get back to you later..."*

TASK 1	**What is a good presentation?**

1. **Some tips on how to give good presentations. Watch the following video (3:40) and answer these questions:**

http://es.youtube.com/watch?v=AzsPgsHLNT0&feature=related

1. What are the two purposes to do a presentation?
   _____

2. Which is the most often repeated advice on how to give a good presentation?
   - to practise your presentation
   - to read your presentation

3. When do you have to use powerpoint?
   _____

4. Should you have any practice with technology? If so where?
   _____

5. Again, what is the advice to cope with nervousness?
   _____

6. Choose the most appropriate. When presenting...
   - You SHOULD...   a) keep your sentences short and concise
                        b) use long sentences
   - Yous SHOULDN'T... a) take your time
                        b) ramble

7. When should you answer questions?
   a) at the beginning of your presentation, right after the introduction.
   b) at the end of your presentation, right after the ending of your presentation.

<u>CHECKLIST</u>

Target
- Awareness of audience (Who are they? What are their needs or interests? What do they expect from you?)
- Clear objectives (to inform, persuade, etc.)

Information
- Planning (clear structure, sense of timing)
- Organization (connecting the different parts of the talk)
- Relevance (is the information relevant/interesting to your audience?)
- Impact (strong introduction and conclusion)

Delivery
- Clear, simple, and fluent
- Use of natural spoken language
- Use of pauses for emphasis

Body language
- Gestures for emphasis, eye contact
- Positive, confident, and relaxed manner
- No distracting gestures

Visual aids
- Clear and simple messages
- Efficient, professional use of equipment

TASK 2	**Making a Start: giving the introduction**

1. *Which of the items on the checklist below would you include in the introduction to:*

   a. An internal presentation to colleagues / other fellow students?
   b. An internal presentation to bosses?
   c. An external presentation to colleagues in a conference?
   d. An external presentation to customers?

Checklist

- Your name and position
- The title/subject of your presentation
- The purpose of your presentation
- The length of time you will take
- The main parts or points you will cover
- Any visual aids you will use
- When the audience may ask questions
- A reference to the audience: a human touch

2. *How would you introduce yourself at the beginning of a presentation? Produce a fluent introduction of yourself putting together these items:*

First name / Surname / Position or job title / Department / Project you are working on or reporting about

---

Language focus Introducing yourself and your talk

Greeting, name, position

Good morning. My name's (…). I'm the new Finance Manager.
Ladies and gentlemen. It's an honour to have the opportunity to address such a distinguished audience.
Good morning. Let me start by saying just a few words about my own background. I started out in …
Welcome to Standard Electronics. I know I've met some of you, but just for the benefit of those I haven't, my name's (…).

Title/Subject

I'd like to talk (to you) today about …
I'm going to | *present the recent …*
| *explain our position on …*
| *brief you on …*
| *inform you about …*
| *describe …*

The | *subject* *of my* | *talk*
| *focus* | *presentation*
| *topic* | *paper (academic)*
| | *speech (usually to public audience)*

Purpose/Objective

We are here today to | *decide …*
| *agree …*
| *learn about …*

The purpose of this talk is to | *update you on …*
| *put you in the picture about …*
| *give you the background to …*

This talk is designed to | *act as a springboard for discussion.*
| *start the ball rolling.*

Length

I shall only take (…) minutes of your time.
I plan to be brief.
This should only last (…) minutes.

Outline/Main parts

I've divided my presentation into four parts/sections. They are …
The subject can be looked at under the following headings: …

We can break this area down into the following fields:
Firstly/first of all …
Secondly/then/next …
Thirdly/and then we come to …
Finally/lastly/last of all …

Questions

I'd be glad to answer any questions at the end of my talk.
If you have any questions, please feel free to interrupt.
Please interrupt me if there's something which needs clarifying. Otherwise, there'll be time for discussion at the end.

Reference to the audience

I can see many of you are …
I know you've all travelled a long way.
You all look as though you've heard this before.

---

3. *Watch these 3 short introductions and pay attention to the differences between them. Then decide which one is the most effective.*

http://www.ruf.rice.edu/~comcoach/intro.html

Clip 2 / 3 ?	Clip 2 / 3 ?
- The presenter introduces himself	- The presenter introduces himself
- The presenter states the purpose of his presentation	- The presenter jumps right away into the presentation
- He lets the audience know how important the drug he will be talking about is.	-The presenter does not preview the main points he will cover.
- He moves into the preview of the main points he will be covering in his presentation.	- The presenter makes no effort to get the audience interested in this topic.

TASK 3	Linking the parts of your presentation

Organizing a presentation: Linking ideas using signposting

When designing your presentation, organize the information into a *clear and logical order*. These are some of the commonest patterns:

> **(i) Chronological sequence**
> **(ii) Order of importance.**
> **(iii) General to specific.**
> **(iv) Comparison and contrast.**
> **(v) Problem-solution.**

Your presentation will be more effective if you *guide your audience* through it, by indicating the different parts of your talk. One way of marking the talk's sections and subsections is by means of *signposting*. Signposts, as the name suggests, are those words and phrases that tell the listeners where you are in the talk, where you are taking them and where they have just been.

The diagram below shows the different stages in a well-structured presentation, together with some signpost expressions for each section.

Introduction	**Statement of purpose**	
	I'd like to talk today about …	
	Preview	
	I've divided my talk into …	

Development	**Part 1**
	Let's start with…
	So that covers …
	Part 2
	That brings me to …
	Let's leave that there …
	Part 3/4 etc
	… and turn to …

Conclusions	**Summary**
	To sum up …
	Conclusion
	In conclusion …
	Questions
	If you have any questions, please …

Language focus Linking ideas

Sequencing/Ordering

firstly… secondly… thirdly…
then… next… finally/lastly…
let's start with…
let's move/go on to…
now we come to…
that brings us to…
let's leave that…
that covers…
let's get back to…

Giving reasons/causes

therefore
so
as a result
that's why

Contrasting

but
however

Comparing

similarly
in the same way

Contradicting

in fact
actually

Summarizing

to sum up
in brief
in short

Concluding

in conclusion
to conclude

Highlighting

in particular
especially

Digressing

by the way
in passing

Giving examples

for example
for instance
such as

Generalizing

usually
generally
as a rule

1. *The items on the left are extracts from a presentation. Match each one with a sentence on the right which means the same.*

a. OK, let's start with the story.		**1.** In passing, let me tell you about a press report.
b. Anyway, I'll lleave the history there.		**2.** So, we come to the last part of my introduction.
c. So, let's turn now to a brief overview of our main markets.		**3.** To start with the history then.
d. By the way, you may have seen the story in the news.		**4.** That covers the history.
e. Anyway, let me get back to what I was saying about new markets.		**5.** To come back to the point I was making.
f. And that brings me to the final part of this short introduction.		**6.** Let's stop here and see if there are any questions.
g. So, before I go on, are there any questions?		**7.** So, we can go on to a survey of our principal markets.

TASK 4	**Choosing the right kind of language**

Written and spoken language

1. *What's wrong with reading a presentation? List the advantages and disadvantages of reading presentations.*

   Advantages:
   -
   -
   -

   Disadvantages:
   -
   -
   -

2. *Watch the following video by a student (7:25). As you watch, make notes on her presentation. Use this checklist to help you.*

   http://www.youtube.com/watch?v=YivQYeI0vys&feature=related

Bad Public Speaking Example 1
XCELatBinghamton 4 vídeos ⌄ | Subscriu-m'hi

▶ 🔊 2:19 / 7:25   ⊡ 240p ⌄

	VIDEO
Eye contact	
Language: complexity?	
sentence length?	
use of pauses?	
(im)personal?	
Manner: open or closed?	
(un)interested?	

What is it that really makes this oral presentation so difficult to understand and follow?
_____

TASK 5	**Body Language and visual aids**

1. *Use this checklist to discuss the importance of body language in presentations.*

Checklist	
eye contact	
voice quality	
hands	
movement	
posture	

2. *Watch the following videos on the delivery of an oral presentation.*
   http://www.ruf.rice.edu/~comcoach/

As you watch, tick on the clip in which the presenter is most effective with regards to body language. Use this checklist to help you.

CHECKLIST				
	CLIP 1	CLIP 2	CLIP 3	CLIP 4
Non-verbal communication– Stance and posture 1 http://www.ruf.rice.edu/~comcoach/nonverb.html				
Non-verbal communication– Stance and posture 2 http://www.ruf.rice.edu/~comcoach/2nonverb.html				
Hands – gestures and position http://www.ruf.rice.edu/~comcoach/gestures.html				
Eye contact http://www.ruf.rice.edu/~comcoach/eyecontact.html				
Voice Quality http://www.ruf.rice.edu/~comcoach/voice.html				

3. **Handling visual aids**. *Can you recognize the main problems when handling visual aids in a presentation?*

When using visual aids such as powerpoint, speakers tend to talk to the screen rather than the audience, so <u>face the audience while handling visual aids.</u> Sometimes they tend to forget they have a visual behind them and do not refer to it even though they should. <u>Make references to your visual aids</u> (your transparency, powerpoint slides, etc.).

Problems you may have when handling visual aids:
- The computer projector may not project properly
- Powerpoint slide shows may have compatibility problems when transferred from one computer to another

Can you think of any possible solutions to prevent any of these from ever happening to you?
- _____
- _____
- _____

TASK 6	**Finishing your presentation: effective endings**

1. *What should go in the final part of a presentation?. List the things you think should go in a presentation ending.*

The final part of a presentation should include:
-
-
-
-

2. *Considering the elements mentioned in the previous exercise, which of the following conclusions is most effective?*
   http://www.ruf.rice.edu/~comcoach/conclusion.html

Language focus Endings

Signalling the end

That brings me to the end of my presentation.
That completes my presentation.
Before I stop/finish, let me just say…
That covers all I wanted to say today.

Summarizing

Let me just run over the key points again.
I'll briefly summarize the main issues.
To sum up…
Briefly…

Concluding

As you can see, there are some very good reasons…
In conclusion…
I'd like to leave you with the following thought/idea.

Recommending

So, I would suggest that we…
I'd like to propose… (more formal)
In my opinion, the only way forward is…

Closing

Thank you for your attention.
Thank you for listening.
I hope you will have gained an insight into…

Inviting questions

I'd be glad to try and answer any questions.
So, let's throw it open to questions.
Any questions?

---

3. *The sentences* a-e *below are the end of a presentation, but they are in the wrong order. Put them into the right order.*

   a. So, I'd now be glad to answer any questions.
   b. I sincerely hope you'll all go away with a more complete picture of the principal activities of UNEXCO.
   c. Very briefly, there are three. Firstly, fund-raising; secondly, publicity; and thirdly, political lobbying.
   d. So, that brings me to the end of this presentation.
   e. Finally, I'd like to leave you with something which I heard recently. "You can't please all the people all the time, but we should certainly be able to feed all the people all the time."

TASK 7	Question time

TIPS TO PREPARE YOURSELF FOR POTENTIAL QUESTIONS FROM THE AUDIENCE:

- Identify questions that you think your audience is likely to ask and practice your answers to those questions.

- Then, decide how you will answer those questions. Write down your answer in outline format and start practicing your response the same way you practiced your speech.

- During your actual Q&A period, it is important that you listen carefully to your audience's questions. If you are no sure about a question, ask the audience member to clarify it. When responding, repeat the question in case the rest of the audience didn't hear it. Remember to address all audience members, rather than just the person who asked the question.

- If you don't know the answer to a question, be honest. It is better to tell your audience that you will get back to them with an answer, rather than making up an answer.

1. *What is the best way to handle difficult questions after a presentation? Tick the examples you consider appropriate.*

CHECKLIST		
	YES	**NO**
Welcome the question		
Do not encourage your audience to ask you questions		
Listen carefully to the question – don't interrupt		
Interrupt the person who asked you a question to say that you don't know the answer		
Take time to think before you answer		
Check that you have understood – rephrase or clarify if necessary		
Reply positively - be brief and clear		
Accept criticism positively		
Do not check if the person is happy your answer		
After your answer, check that the questioner is satisfied		
If you don't know an answer, try to guess it		

2. *Watch these 4 videos and decide in which clip the presenter best handled the Q&A period:*

http://www.ruf.rice.edu/~comcoach/q&a.html

Mark whether he does (√) or does not (x) carry out each stage in the checklist below.

CHECKLIST				
	CLIP 1	CLIP 2	CLIP 3	CLIP 4
Welcomes the question				
Takes time to think before answering				
Looks nervous and unconfident				
Repeats the question before answering it				
Says "it is an interesting question" (it is unnecessary to proclaim the worthiness of a question)				
Assumes a defensive body position (crosses his arms and back away from the audience)				
Checks the questioner is satisfied				
Mantains eye-contact with the audience, rather than just with the questioner				

Language focus Asking and answering questions

Direct questions

Do you have any plans for a new production plant?
Where do you plan to locate it?

Polite questions and answers

QUESTIONS

Do	you mind	if I ask you	
Would		telling me	if/whether...
			what/where/etc...
	Could/Can you tell me	...about...
	I'm interested to know...	
	I'd like to know...	

ANSWERS
Go ahead/Please do/Certainly.
That's a good question.
That's interesting.

Statement questions and answers

QUESTIONS
All the space was booked for an October launch...?
(question intonation)
It worries me that we don't have any replacements in the pipeline. Doesn't it worry you too?

ANSWERS
A positive statement question is looking for the answer 'yes':
It's going to be late, isn't it? I'm afraid so.
You've got problems with the assembly? Yes, a few.
The suppliers have done their job. Is that right? Yes, as far as I know.

A negative statement question is looking for the answer 'no':
We haven't won the contract, have we? No, it doesn't look like it.
I wasn't a success? Not much of one.
We aren't going to make it on time, are we? I'm afraid not.

If the answer contradicts the statement, the word *actually* is often used:
The plant's going to close, isn't it? Well, actually, I've just heard the company is employing more staff.

Clarifying a question

If I understand you correctly, you are saying/asking...
I didn't quite catch that.
Could you go over that again?
I'm not sure what you're getting at.

Avoiding giving an answer

Perhaps we could deal with that later.
Can we talk about that on another occasion?
I'm afraid that's not my field.
I don't have the figures with me.
I'm sure Mr (...) could answer that question.
That's interesting, but I'd prefer not to answer that today.

Checking the questioner is satisfied

Does that answer your question?
Is that clear?
May we go on?

TASK 8	Evaluating presentations

Use this sheet to evaluate your presentations.

ASSESSMENT SHEET

CRITERIA	EXCEL.	GOOD	PASS	POOR
ACHIEVING RELEVANCE (Audience? Purpose? Interesting content?)				
PROVIDING AN INTRODUCTION AND A CONCLUSION (Adequate? Attention getting? Smooth?)				
ORGANIZING CONTENTS (Clear organizational strategy?)				
USING LINKING WORDS (Correct use of signposting: connectors, transitions?)				
INTELLIGIBILITY AND FLUENCY (Clarity? Is the presentation easy/difficult to understand? Smooth?)				
USING ACCURATE STRUCTURES AND VOCABULARY (Correct use of grammar, syntax, vocabulary? Correct pronunciation?)				
USING BODY LANGUAGE (Eye contact? Posture? Effective gestures, accompanying speech? Voice projection?)				
USING VISUALS (Effective use of visuals? Do they support speech?)				
HANDLING QUESTIONS (Fluent, clear answers? Correct use of grammar and vocabulary?)				

FINAL TASK

Collaborative Course Task. *Give a short presentation in class (15 min. maximum) on a topic of your choice. Use the plan sheet to guide you through the process. You can also use this checklist to evaluate your own work as you go through the different stages.*

PLAN SHEET: Designing a technical presentation

PLANNING

- **Analysing the audience**

- **Deciding on the purpose of your talk**

- **Choosing a topic** *(and narrowing it down)*

- **Analysing the setting:** *Resources and constraints (time, equipment, physical setting, etc.)*

- **Deciding on the information you'll include in your presentation → OUTLINE**

- **Organizing and developing information → OUTLINE**

- **Review**

- **Anticipating questions:** *Will you cover them during the presentation? Will you deal with them during the question/answer period (if they arise?)*

- **Peer review → New version**

PRESENTATION

- **Preparing your material for the presentation (e.g. outline, cards, notes, etc.).** *Anticipating language problems: checking the pronunciation of difficult words, using dictionaries/grammar books, making sure you're using the right language (style), etc.*

- **Making sure that your presentation has a clear structure** *(i.e. its different parts are linked together)*

- **Deciding on the use of support material** *(designing visuals, handouts, use of the board, etc.)*

- **Rehearsal – Feedback from other participants – Review** *(take it through as many rehearsals as necessary)*

- **Delivering your presentation**

EVALUATION

- When giving feedback on other participants' presentations, you can use the a check list

DESIGNING A GOOD PRESENTATION-- CHECKLIST

Planning

_____ Have I considered the audience?
_____ Is the content interesting and relevant?
_____ Do I have a clear purpose?
_____ Have I considered the timing?
_____ Is my presentation well prepared?
_____ Is there a clear structure?
_____ Have I linked the parts together?
_____ Are the visuals (or other support materials) clear?
_____ Do they support the message?
_____...
_____...
_____...

Presentation / Delivery

____Did I speak clearly?
____Did I speak at the right speed?
____Was the structure clear to the audience?
____Did I use signposts?
____Did I use appropriate language?
____Did I manage to express my ideas precisely in English?
____Did I appear confident (maintaining eye contact with the audience, gestures/body language, using visuals professionally, etc.)?
____Did I manage questions effectively?
____...
____...

Comments:

_____
_____
_____
_____

APPENDIX 1
CURRICULUM VITAE

europass Curriculum Vitae

PERSONAL INFORMATION

Betty Smith

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📞 +44 2012345679   📱 +44 7123456789

✉ smith@kotmail.com

💬 AOL Instant Messenger (AIM) betty.smith

Sex Female | Date of birth 01 March 1975

JOB APPLIED FOR

European project manager

WORK EXPERIENCE

August 2002 – Present

Independent consultant
British Council
123, Bd Ney, 75023 Paris (France)

Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002

Internship
European Commission, Youth Unit, DG Education and Culture
200, Rue de la Loi, 1049 Brussels (Belgium)

- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering sroup on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures

Business or sector European institution

October 2001 – February 2002

Researcher / Independent Consultant
Council of Europe, Budapest (Hungary)

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

1997 – 2001

PhD - Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning
Brunel University, London United Kingdom

1993 – 1997

Bachelor of Science in Sociology and Psychology
Brunel University, London United Kingdom

- sociology of risk
- sociology of scientific knowledge / information society
- anthropology
E-learning and Psychology
- research methods

europass

Curriculum Vitae   Betty Smith

PERSONAL SKILLS	

Mother tongue(s)   English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills
- team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational / managerial skills
- whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills
- competent with most Microsoft Office programmes
- experience with HTML

Other skills
Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Driving licence   A, B

ADDITIONAL INFORMATION	

Publications
'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

APPENDIX 2
A JOB ADVERTISEMENT

PROJECT MANAGEMENT CONSULTANT

Job Overview

Company:	[Integrated Project Management](#)	Required Education:	4-Year Degree
Job Type:	Consultant Engineering Management	Required Experience:	
			2 to 5 years
Base Pay:	N/A	Required Travel:	Up to 50%
		Location:	Chicago
Employee Type:	Full-Time		
Relocation Covered:	Not Specified		
Industry:	Consulting Industrial Manufacturing		
Reference ID:	CH ENG		

Job Description

Project Management Consultant, Engineering

The Project Management Consultant is experienced in leadership, accountable for overall project implementation, and will work with clients in the food & beverage, industrial, and/or consumer products industries. The Project Management Consultant is a change agent who is passionate, high energy, and results-oriented with a creative and analytical mind; is experienced with advanced project management tools and processes; and has the ability to manage critical situations.

As a Project Management Consultant, your primary goals and focus will be to:

- Integrate self into client environment in order to effectively lead project teams while building positive professional relationships with clients and associates.
- Define project objectives, requirements, and assumptions necessary to structure a project or activity.
- Plan, schedule, and control project activities to fulfill objectives and satisfy project requirements for clients.
- Develop and drive integrated project plans, aligning project tactics with project strategy.
- Establish, maintain, and lead high performance project teams, serving as the project advocate within the client organization.
- Lead risk management within project teams, ensuring risks have appropriate mitigation and contingency plans.

Job Responsibilities

The Project Management Consultant will spend 80-100% of the time at the client facility. In order to satisfy this requirement, travel outside the local area may be required.

The Project Management Consultant will also:

- Manage projects within established scope, schedule, and budget while meeting and exceeding IPM project management standards.
- Develop and document high-level strategies for accomplishing specific project objectives.
- Facilitate and lead effective project meetings, manage change and conflict, and develop resource planning estimates to manage project workload and productivity.
- Support project management team members to ensure success of projects while maintaining customer service focus.

Job Requirements

The ideal candidate for this Project Management Consultant position will possess the following:

Required Experience and Training:

- Bachelor's degree (specially engineering degree). Advanced degrees are a plus.
- **Project experience related to IPM's (Integrated Project Management) business offerings.** 5+ years of experience related to one or more of the following: supply chain and manufacturing improvement, business process optimization, product development and launch and strategic rationalization,
- **Knowledge and application of a disciplined project management process** (Six Sigma and Project Management Professional certifications are a plus).

 Required Skills and Knowledge:

- Exceptional interpersonal and leadership skills to effectively communicate and build relationships with a broad spectrum of audiences at all organizational levels.
- Sound technical aptitude and proven ability to grasp general knowledge of multiple disciplines and technologies with superior computer usage skills.
- Strong competencies in planning, project management, and organization with the ability to lead multiple activities and resources while maintaining a focus on quality.
- Solid analytical and strategic capabilities and business acumen along with demonstrated work ethic, integrity, and professional conduct and appearance.
- Ability to produce and present clear, concise, and professionally written communications and presentations.

Benefits:

- 100% employer-paid health, dental, and life insurance coverage for employees and their families
- Annual performance bonus potential
- Business development incentives
- Paid training and certification

Adapted from:

http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?Job_DID=J8A18P6DG2CX3J85RX
6&siteid=CBSIMPLYHIRED&ipath=EXGOO