

FUNDAMENTALS OF SPEECH

Lecturer: Le Thi Khanh
Hoa, M.A.

INTRODUCTION TO THE COURSE

COURSE OBJECTIVES

Introduce strategies for competent and effective preparation and delivery of oral presentation by:

- activating and extending the learners' linguistic competence;

- increasing their confidence in using spoken English;

- developing their ability to analyze and evaluate spoken performance; and

- sharpening their strategic competence in face-to-face interaction.

INTRODUCTION TO THE COURSE

METHODOLOGY

Course = mini lectures, group discussions, class tasks/exercises and students' presentations in English.

Students = center of the teaching process, designed for effective communication.

Students = participate actively in class activities and prepare proactively for each lesson at home.

INTRODUCTION TO THE COURSE

STUDENT OUTCOMES

On the completion of the course, students will be able to deliver an effective presentation → their ability to:

identify what makes a good presentation;

structure information;

use appropriate style of language;

prepare and use visual aids;

identify and use techniques for delivering presentations;

adopt the right body language;

analyze audience and adapt messages to specific audience needs.

INTRODUCTION TO THE COURSE

ASSESSMENTS

Test s	Format	Contents	Weigh t
1	Presentation 1 (5')	Organization of main points	10%
2	Written Test	Theory on Presentation	20%
3	Written work	Outline of speech	20%
4	Presentation 2 (20-25')	A complete group presentation	40%
5	Class participation		10%

INTRODUCTION TO THE COURSE

GRADING

Students' achievements are graded as follows:

90-100 Grade A

80-89 Grade B

70-79 Grade C

60 - 69 Grade D

Under 60 Grade F



INTRODUCTION TO THE COURSE

TEXTBOOKS

Comfort, J. 1995, *Effective Presentation*, Oxford University Press.

Powell, M. 1996, *Presenting in English*, Language Teaching Publications.

Reinhart, S.M. 2002, *Giving Academic Presentations*, The University of Michigan Press.

Zarefsky, D. 2008, *Public Speaking - Strategies for Success*, Pearson Education.

INTRODUCTION TO THE COURSE

Class	Topic
1	Course Overview. Needs analysis.
2	Topic selection and presentation development analysis.
3 - 4	Organizing and outlining the speech: Preparation outline and Presentation outline
5	Making a start
6	Test 1: Presentation 1
7 - 8	Designing and exploiting visual aids
9 - 10	Basic techniques of delivering a speech: Using voice and tone, Emphasis, Maximizer and minimizer, Body language
11	Concluding a presentation
12	Question handling and Evaluating the effectiveness of a speech
13	Written Test
14	Final Presentation
15	Written Preparation Outline Due Final Presentation 2

INTRODUCTION TO THE COURSE

ABSENCE

Students' attendance and participation in class = essential for complete learning experience.

Following the official policy of Troy University, missing more than 3 classes with or without excuse → a failing grade for the course.

INTRODUCTION TO THE COURSE

ACADEMIC DISHONESTY

Academic dishonesty - not accepted in this course.

Cheating or handing in plagiarized materials →
automatic failing grade for the course

HOW TO BECOME A GOOD PRESENTER

1. Leave nothing to chance
2. Know exactly how to start
3. Get straight to the point
4. Talk to your audience, NOT with them
5. Know what works
6. Speak naturally
7. Know your audience
8. Treat your audience as equal

HOW TO BECOME A GOOD PRESENTER

- 9. Be yourself
- 10. Take your time
- 11. Let your visuals speak for themselves
- 12. Enjoy the experience
- 13. Welcome questions from your audience
- 14. Finish strongly

WHY STUDY PUBLIC SPEAKING?

Communication → human beings and animals different - a vital skill of communication = public speaking.

Presentation skill = most prized asset expected by job recruiters (Lucas, 1995).

To learn essential skills of thought and expression: reading, observing and thinking critically, selecting information to express, using language, presenting yourself, responding to others' reaction.

WHAT IS PUBLIC SPEAKING?

A speech given in a specific rhetorical situation, determined by the audience, occasion, speaker and speech.

Talking to a group of people in a public setting for informing, persuading and entertaining purposes.

Public speaking is the act or process of delivering a speech or presentation to a live audience. It's a fundamental form of communication that involves one person (the speaker) intentionally conveying a message to a group of listeners.

WHAT ARE THE PURPOSES OF PUBLIC SPEAKING?

Inform: To educate the audience by sharing facts, knowledge, or data. (e.g., a teacher lecturing, a scientist explaining research).

Persuade: To convince the audience to adopt a particular point of view, believe something, or take a specific action. (e.g., a politician campaigning, a salesperson pitching a product).

Entertain: To engage and amuse the audience through stories, humor, or narratives. (e.g., a comedian, a best man's speech at a wedding).

Motivate/Inspire: To uplift and encourage the audience. (e.g., a motivational speaker, a coach giving a pep talk).

WHAT MAKES A PRESENTATION EFFECTIVE?

1. Audience-Centric Design:

Know Your Audience: This is paramount. Understand their background, knowledge level, interests, pain points, and what they hope to gain from your presentation. Tailor your content, language, and examples specifically to them.

Clear Purpose: What do you want your audience to *think, feel, or do* after your presentation? A clear, singular objective guides every decision you make, from content to delivery.

WHAT MAKES A PRESENTATION EFFECTIVE?

2. Compelling Content:

Simplicity and Focus: Less is often more. Avoid information overload. Distill your message down to a few core takeaways (e.g., three main points). Each slide should convey one clear idea.

Relevance: Every piece of information, every example, every visual should directly support your core message and be relevant to your audience's needs.

Credibility: Back up your claims with data, facts, expert opinions, and reliable sources. Speak with confidence and demonstrate your knowledge.

Conciseness: Get to the point quickly. Eliminate jargon and unnecessary words.

WHAT MAKES A PRESENTATION EFFECTIVE?

3. Visual Impact (Slides/Visual Aids):

Minimal Text: Use keywords, phrases, or short bullet points. Avoid full sentences and dense paragraphs. The "5/5/5 rule" (5 lines, 5 words per line, no more than 5 text-heavy slides in a row) is a good guideline.

High-Quality Imagery: Use relevant, high-resolution images that evoke emotion or clarify concepts. "A picture paints a thousand words."

Clean Design: Use clear, legible fonts with good contrast. Maintain a consistent design theme. Avoid excessive animations or distracting elements.

Data Visualization: When presenting data, use clear charts, graphs, and infographics instead of raw numbers.

WHAT MAKES A PRESENTATION EFFECTIVE?

4. Dynamic Delivery:

Enthusiasm and Passion: If you're excited about your topic, your audience is more likely to be too. Your energy is contagious.

Eye Contact and body language: Connect with individual audience members; Use open gestures, maintain good posture, and move purposefully.

Voice Modulation: Vary your pitch, tone, and volume to keep your audience engaged. Use pauses for emphasis and to allow information to sink in.

Authenticity: Be yourself. Don't try to imitate someone else. Let your personality shine through.

Confidence: Practice until you feel comfortable and confident with your material. This helps to manage nerves.

WHAT MAKES A PRESENTATION EFFECTIVE?

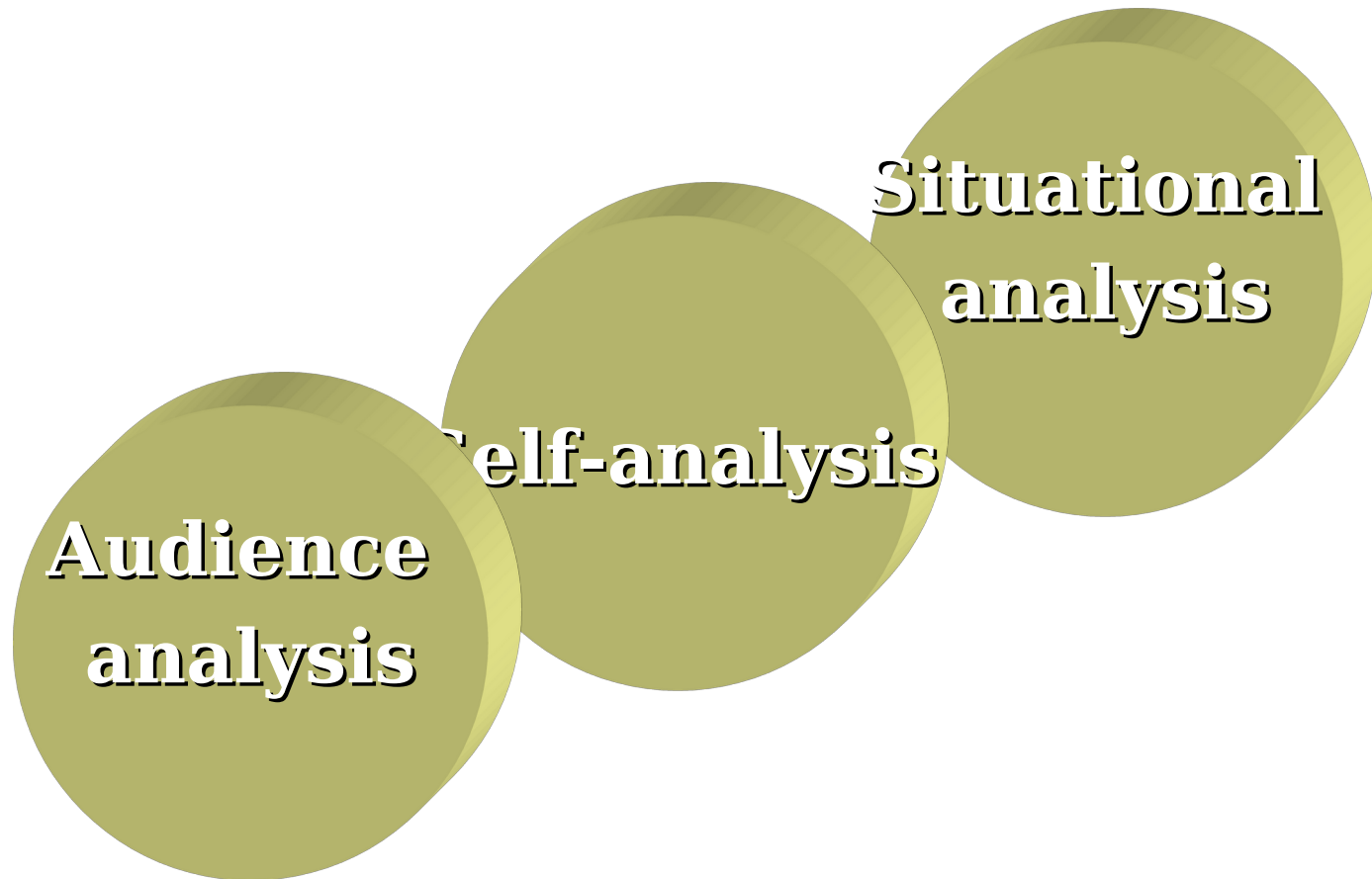
5. Engagement and Interaction:

Engaging Opener: Hook your audience from the start with a compelling question, a surprising fact, a short story, or a bold statement.

Audience Participation: Ask rhetorical questions, pose direct questions, encourage discussions, or incorporate interactive elements like polls (if appropriate).

Q&A Session: Allocate time for questions and be prepared to answer them thoughtfully. Repeat questions for the entire audience.

PRESENTATION DEVELOPMENT ANALYSIS



AUDIENCE ANALYSIS

Aalysis: Who are they/ How many are there?

Understanding: What is their knowledge about the subject?

Demographic: What are their age, gender, educational background, culture, religion?

Interest: Why are they there?

Environment: Can they see and hear you clearly?

Needs: What are their needs as audience?

Customized: What specific needs do you need to address?

Expectation: What do they expect to learn from you?

SELF-ANALYSIS

Your real knowledge of your subject?

Preparation time - adequate?

Your real interest in the subject, the occasion, and the audience?

SITUATIONAL ANALYSIS

- ▢ **Purpose of the Event/Occasion:** Why are they there? Is it mandatory training, a celebratory event, a sales pitch, an informational seminar?
- ▢ **Audience Size:** Affects formality, interaction level, and use of visual aids.
- ▢ **Time of Day:** Are they fresh in the morning, tired after lunch, or ready to leave at the end of the day?
- ▢ **Physical Environment:** Room setup, acoustics, lighting, available technology – all can impact how your message is received.
- ▢ **Voluntary vs. Captive Audience:** Are they choosing to be there or are they required? Captive audiences often require more effort to engage.

SELECTING A TOPIC

The most crucial elements to consider when selecting a good presentation topic:

Your audience

Your purpose/objective

Availability of information

The occasion/context

Your expertise and passion

RESEARCHING THE TOPIC

6 types of supporting materials

1. Personal experience
2. Common knowledge
3. Direct observation
4. Examples
5. Documents
6. Statistics



RESEARCHING THE TOPIC

Finding supporting materials

1. from people (memory, interviews)
2. in print (books, reference works, periodicals, newspapers, government publications)
3. from electronic sources (electronic versions of printed publications, fugitive materials, electronic journals, web pages)

DEFINING THE PURPOSE

Why do you communicate this information to this specific audience?

What do you hope to get from the interaction?

How will your talk benefit the audience?

Why wouldn't it be more beneficial to place the information in written form and distribute it?



DEFINING THE PURPOSE

General purpose: **inform** → convey information clearly, accurately and interestingly.

General purpose: **persuade** → change or structure the attitudes or action of the audience.

→ **2 types of presentation: informative Vs persuasive (academic and professional contexts)**

→ **Another type → entertaining presentation**

NARROWING THE TOPIC

1. Start with the broad topic and brainstorm sub-topics, sub-sub topics

Example (Broad Topic: Environmental Protection)

- *Initial brainstorm:* Climate change, pollution, deforestation, recycling, endangered species, renewable energy, sustainable living, ocean plastics, air quality, water conservation.
- *Further branch from "Climate Change":* Causes of climate change, effects of climate change, solutions to climate change, international agreements on climate change, carbon footprint, individual actions for climate change.

NARROWING THE TOPIC

2. Apply the "Who, What, When, Where, Why, How" Framework (5Ws and 1H):

Who? Who is affected? Who are the key players? Who is the target audience for your solution?

□ *Example (Environmental Protection):* Who is most impacted by air pollution? (e.g., children in urban areas, people with respiratory illnesses, specific communities).

What? What specific aspect, problem, or solution are you focusing on?

□ *Example (Environmental Protection):* What specific type of pollution? (e.g., plastic pollution in oceans, industrial air pollution, groundwater contamination). What specific solution? (e.g., community recycling programs, new carbon capture technologies).

When? Is there a specific time period you want to focus on? Historical, current trends, future predictions?

□ *Example (Environmental Protection):* When did plastic pollution become a major issue? (e.g., "The rise of single-use plastics since the 1970s").

NARROWING THE TOPIC

2. Apply the "Who, What, When, Where, Why, How" Framework (5Ws and 1H):

Where? Is there a specific geographical area, country, region, or even a specific local community you want to focus on?

□ *Example (Environmental Protection):* Where is deforestation most prevalent? (e.g., "Deforestation in the Amazon Rainforest," "Impact of urbanization on local ecosystems in Hanoi").

Why? Why is this topic important? Why should the audience care? What are the causes or effects?

□ *Example (Environmental Protection):* Why is sustainable seafood important? (e.g., "The economic impact of overfishing on coastal communities").

How? How does something work? How can a problem be solved? How can individuals take action?

□ *Example (Environmental Protection):* How can individuals reduce their carbon footprint? (e.g., "Practical Steps to Reduce Your Household's Energy Consumption").

NARROWING THE TOPIC

3. Use the "Inverted Pyramid" Method:

Start with your broadest idea at the top.

Gradually narrow it down, step by step, asking "what specific aspect?" or "what specific example?"

- ▢ **Broad:** Climate Change
- ▢ **Narrower:** Impact of Climate Change
- ▢ **More Specific:** Impact of Climate Change on Oceans
- ▢ **Even More Specific:** Impact of Rising Ocean Temperatures on Coral Reefs
- ▢ **NARROWED TOPIC:** "The Immediate Threat of Ocean Warming to Coral Reef Ecosystems in Southeast Asia." (Now you can talk about specific reefs, specific impacts, and potential local actions/solutions).

ORGANIZING THE SPEECH

Purposes of an Introduction

- To gain attention and interest of audience
- To make a positive impression on audience
- To clarify the thesis of speech
- To preview the development of the topic

ORGANIZING THE SPEECH

Design the **introduction** so as to ...

1. get the audience's attention (startle the audience with a significant but little-known fact)
2. state the thesis to help listeners understand the speech in the right way
3. preview how to develop your ideas – a natural transition to the body of the speech

ORGANIZING THE SPEECH

Types of Introductions

- Identifying with your audience*: sharing common experience, common acquaintances, common values, common goals → build goodwill and capture audience's attention.

ORGANIZING THE SPEECH

Types of Introductions

- *Referring to the speech situation*, esp on ceremonial occasions.
- *Stating your purpose* - effective when thesis is startling or unexpected.
- *Stating the importance* of your topic.
- *Citing statistics* (smt interesting, unusual, startling).
- *Telling a story / an anecdote* in narrative form → engaging and easy to follow
- *Using an analogy/comparison* - make abstract concepts concrete - often persuasive
- *Asking rhetorical questions* to make audience think about the answer.
- *Quoting someone* - gain attention and lead naturally to the main ideas.

ORGANIZING THE SPEECH

The **body** develops the thesis statement and offers supportive proof.

1. Decide the kinds of supporting materials
2. Decide how to organize the supporting materials

ORGANIZING THE SPEECH

How to organize the Body

- Choosing the main ideas (simple, discrete, parallel, balanced, coherent, complete)
- Choosing organizational patterns for arranging main ideas (chronological, spatial, categorical / topical, cause-effect, problem-solution, comparison-contrast, residues)

ORGANIZING THE SPEECH

The **conclusion** draws together the ideas and gives a strong note of finality.

- It might restate the idea in the introduction.
- It might challenge the audience with an interesting question.
- It might call for a specific action on the part of the listeners.

ORGANIZING THE SPEECH

Purposes of a Conclusion

- Signal the end
- Summarize the main ideas
- Make a final appeal to the audience

ORGANIZING THE SPEECH

Types of Conclusion

- Summarizing – memorable finish
- Quoting someone – advance the main message
- Making a personal reference – identify with audience
- Challenging the audience (transfer to the audience some responsibility)
- Offering a utopian vision (offer an idealized, positive vision of what can be achieved)

OUTLINING THE SPEECH

A speech outline is a display of the organizational pattern of the speech.

Purposes:

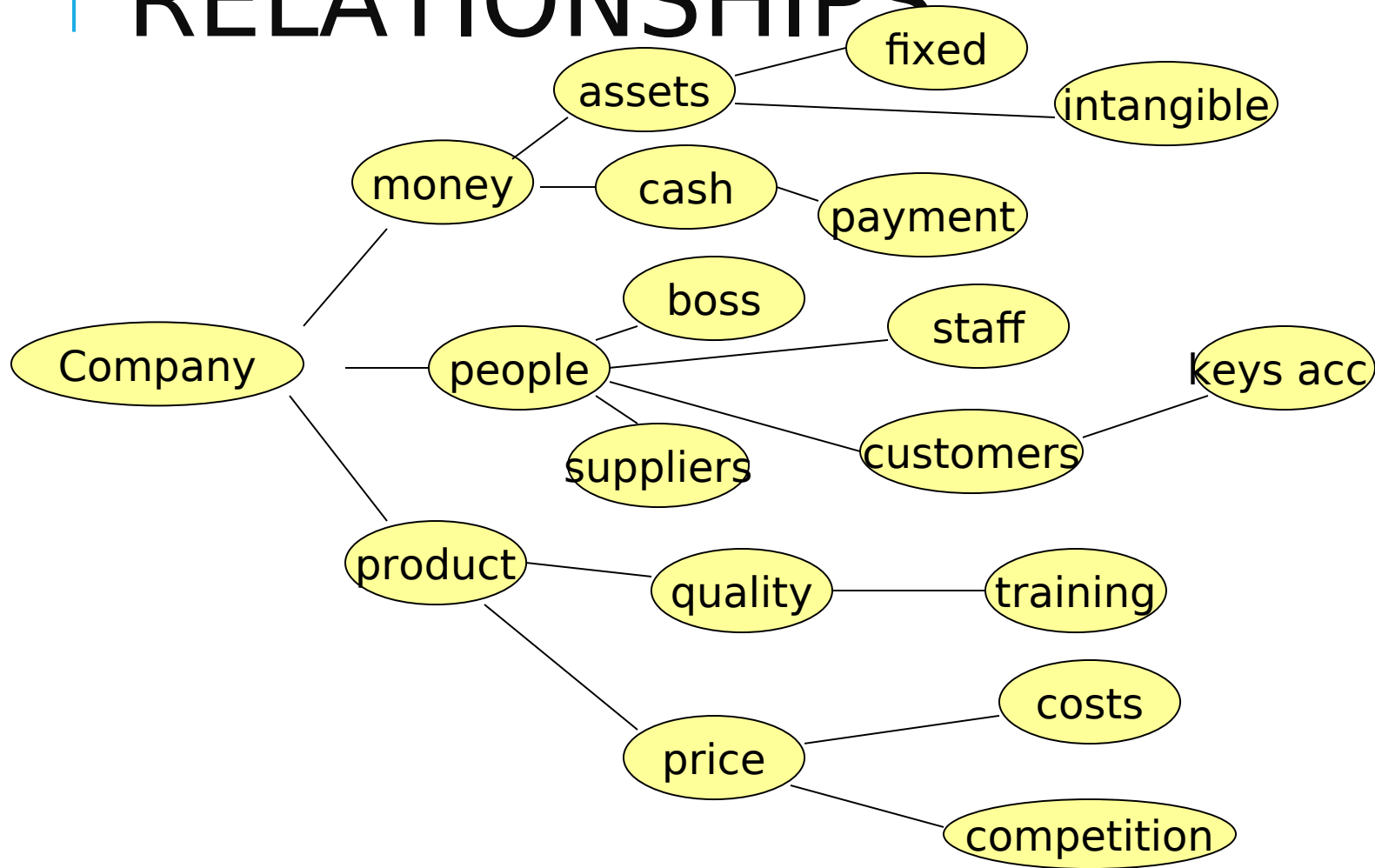
- Allows presenters to check if they have covered the topic adequately.
- Enables presenters to clarify and choose the best organizational strategy before checking its consistency.
- Acts as a written memory aid

OUTLINING THE SPEECH

How to develop the outline?

- List the ideas to be developed in the speech
- Group ideas together
- Diagram the relationships among the ideas
- Determine the order to discuss the main ideas

DIAGRAMMING THE RELATIONSHIPS



DIAGRAMMING THE RELATIONSHIPS

PEOPLE

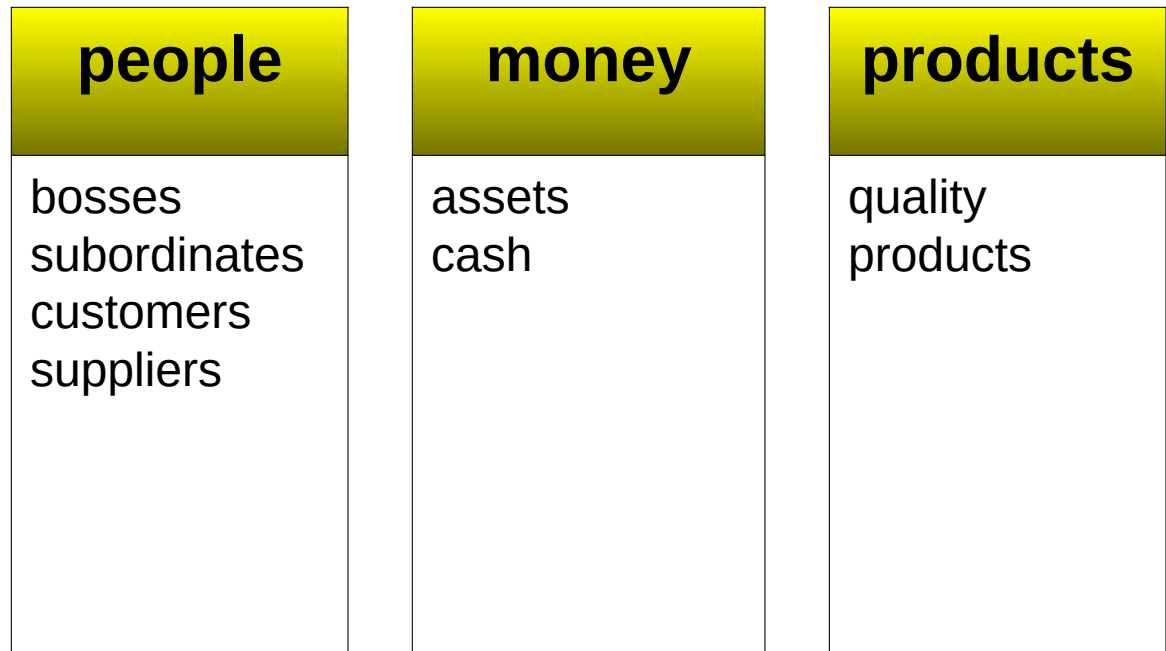
- ▢ Bosses
- ▢ Subordinates

MONEY

- ▢ Assets
- ▢ Cash

PRODUCTS

- ▢ Quality
- ▢ Price



OUTLINING THE SPEECH

Types of outline

1. Preparation outline: used in the preparation stage to compose the speech; detailed enough to show how ideas and evidence fit into the overall structure.
2. Presentation outline: simpler and briefer to free presenters from being busy reading a fully elaborated preparation outline; used as a memory aid while delivering the speech

VISUAL AIDS

Why visual aids?

- ▢ the human brain processes visuals 400,000 times faster than text.
- ▢ visual aids have been found to improve learning by up to 400 percent.
- ▢ 03 days after an informational presentation, people retain 10% from an oral presentation, 35% from a visual presentation, and 65% from a visual and oral presentation.
- ▢ "A picture is worth 1000 words".



VISUAL AIDS

Benefits of visual aids:

- Hold audience's attention and interest.
- Enhance presenter's creditability, improve impression.
- Make a clear message for audience to understand and remember.



TYPES OF VISUAL AIDS

Charts

Graphs

Representations

Objects and models

People

VISUAL AID MATERIALS

Chalkboard / White board

- ▢ Most available and easily accessible
- ▢ Allows spontaneous drawing
- ▢ BUT amateur quality; simple drawing; possible distraction

VISUAL AID MATERIALS

Flip charts and posterboards

- ▢ Effective for small groups
- ▢ Inexpensive
- ▢ Color easily added
- ▢ Allows spontaneous drawing

TYPES OF VISUAL AIDS

Handouts

- ▢ Effective for presenting complex information
- ▢ Good to reinforce the message
- ▢ Possibly distracting to audience if handed out early

TYPES OF VISUAL AIDS

Overhead Transparencies

- ▢ Effective with large groups
- ▢ Easy to use or change
- ▢ Portable

TYPES OF VISUAL AIDS

Videos

- ▢ Very effective when set them up properly.
- ▢ Prior to showing, give the audience a task to do
- ▢ Immediately after the video show, check the task

TYPES OF VISUAL AIDS

Electronic Presentations

- ▢ Versatile
- ▢ Dynamic
- ▢ Marvelous in bringing messages to life with color, pictures, and a variety of effects: animation, sound, and video



VISUAL AIDS

In designing visual aids

- ▢ Don't use visuals for repetition → support or summarize
- ▢ Only use key words, not lines of text
- ▢ Choose the kind of visual (graph, tables, picture, words)
- ▢ Use color (but not too much) → aesthetic value

VISUAL AIDS

In using visual aids

- ▢ Don't use too many visuals
- ▢ Don't read from visual
- ▢ Make sure the audience understands the visual
- ▢ Use pointer and/or masking techniques where appropriate
- ▢ Face the audience as much as possible
- ▢ Don't block the audience's view

Visual aids help you to communicate your message. They should not distract your audience's attention from what

ACHIEVING STYLE THROUGH LANGUAGE

What is style?

- ▢ The pattern of choices attributed to a person by others in order to distinguish him or her
- ▢ A presenter's style can be formed through language
→ word choices

ACHIEVING STYLE THROUGH LANGUAGE

Oral style comprises

- ▢ Simplicity
- ▢ Repetition
- ▢ Informality
- ▢ Reflexivity
- ▢ Clutter

ACHIEVING STYLE THROUGH LANGUAGE

1. Clarity:

- concrete words,
- maxims,
- word economy,
- active voice

ACHIEVING STYLE THROUGH LANGUAGE

2. Rhythm:

- repetition**
- parallel wording**
- antithesis**: pairing of opposites within the speech
- Inversions of word order**

ACHIEVING STYLE THROUGH LANGUAGE

3. Vividness:

- Description – giving specific details
- Stories
- Comparisons: simile and metaphor
- Vivid sounds: alliteration, onomatopoeia
- Personification = reflexivity
- Reference to hypothetical people

PRESENTING THE SPEECH

The voice in presentation

Volume: loudness

Pitch: high or low voice

Rate: speed of speaking

Pauses: brief silences within a speech

Articulation and enunciation

Pronunciation: standard sound of any given word

Inflection: sound of the sentence as a whole

PRESENTING THE SPEECH **BODY LANGUAGE / NON- VERBAL LANGUAGE**

Non-verbal language consists of the messages that presenters send without words

People trust their ears less than their eyes

When a speaker's body language is inconsistent with the words, listeners tend to believe the body language rather than the words

PRESENTING THE SPEECH

Body language

Eye contact

- Maintain good eye contact with different people in the audience.

PRESENTING THE SPEECH

Body language

Hands

- ▢ Use your hands to emphasize what you say
- ▢ Keep your hands out of your pockets
- ▢ Hold a pen or pointer BUT don't play with it
- ▢ Avoid using finger pointing

PRESENTING THE SPEECH

Body language

Facial expression

- Use facial expressions (e.g. smile) to emphasize your feelings
- Don't let them see you sweat

PRESENTING THE SPEECH

Body language

Movement

- ▢ Don't stand completely still
- ▢ Don't move around too much

PRESENTING THE SPEECH

Posture

- ▢ Try to keep your posture upright but relaxed
- ▢ Look straight ahead

PRESENTING THE SPEECH

Body language

Dressing

- ▢ Grooming is obviously important.
- ▢ Do not choose flashy garments or adornments, jewelry, etc.

CONCLUDING THE PRESENTATION

Conclusion - the final impression

Two major functions: let the audience know that the end of the speech is coming, and enforce the audience's understanding of the message (Lucas, 1995, p.209).

1. COMPONENTS OF A CONCLUSION

A signal of the End

A Summary

Closure

Support Documentation

1. COMPONENTS OF A CONCLUSION

A signal of the End

- *Well, that brings me to the end of my presentation.*
- *That point has completed my presentation.*
- *Before I stop/finish, let me just say...*
- *That covers all I wanted to say today.*

1. COMPONENTS OF A CONCLUSION

A summary: review or restate your key points from the introduction and main body of the presentation → helps to reinforce them for your audience.

- *So, to summarize/ sum up ...*
- *As I've explained ...*
- *At this stage I'd like to go over/ run through ...*
- *So, as we've seen in this presentation today ...*

1. COMPONENTS OF A CONCLUSION

Closure: this often takes the form of:

- A recommendation or call for action
- A challenge
- A dynamic concluding statement to reinforce your message.

1. COMPONENTS OF A CONCLUSION

Support documentations

It would be appropriate to distribute support documents, folders, handouts, calculations, or copies of OHP transparencies.

- *I've detailed the cost breakdown, which I'll be passing/handing around now.*
- *In the folder which I'll be distributing you'll find copies of the ...*

2 GIVING THE CONCLUSION MORE IMPACT

Important to make conclusions forceful and memorable

- If we **really** want to reach our target, we need a higher budget.
- Given the **very/extremely** high costs, we should look for another solution.
- The quality **just** isn't high enough.
- The timescale is **far too** ambitious.
- We **strongly** recommend the first option.
- I wish to make it **quite** clear that this is **only** a temporary solution.

HANDLING QUESTIONS

- ▢ Welcome questions
- ▢ Listen carefully to the question
- ▢ Take time to think prior to answering
- ▢ Check your understanding
- ▢ Reply positively
- ▢ Accept criticism positively
- ▢ After answering, check for questioner's satisfaction

HANDLING QUESTIONS

Welcoming questions

Clarifying questions

Evading difficult / hostile questions

Offering help for clarity

Checking for audience's satisfaction

1. WELCOMING THE AUDIENCE'S QUESTIONS

- *Before we leave, if you have any questions, I will try my best to answer them.*
- *I will be pleased if you have any questions to raise.*
- *That's a very interesting question.*
- *That's a good point you have touched.*

2. CLARIFYING QUESTIONS

Rephrasing the original question

- *So, what you are asking is*
- *If I understand the question correctly, you would like to know...?*

2. CLARIFYING QUESTIONS

Asking further questions to clarify the question

- *Are you looking at the January figures?*
- *When you say... do you mean...?*

2. CLARIFYING QUESTIONS

Asking for repetition

- *I'm sorry, I didn't hear. Which slide was it?*
- *Sorry, could you repeat that?*
- *I am not sure what you are getting at.*
- *Could you go over that again?*

3. EVADING DIFFICULT OR HOSTILE QUESTIONS

Showing your understanding

- *Yes, I quite see your point ...*
- *Yes, it's something we have thought about a lot ...*
- *That is an accurate observation ...*
- *I know it's difficult to accept the decision ...*

3. EVADING DIFFICULT OR HOSTILE QUESTIONS

Introducing an alternative point of view

- However, I know you'll appreciate if I show you this figure ...*
- But it would be clearer if we look at this issue from a different perspective ...*

3. EVADING DIFFICULT OR HOSTILE QUESTIONS

Evading by not accepting responsibility

- *I'm afraid I'm not the right person to answer that*
- *Mr. X is a much better person to answer that*
- *I'm afraid that's not my field.*

3. EVADING DIFFICULT OR HOSTILE QUESTIONS

Evading by delaying

- *Could we leave that till later?*
- *Perhaps we could deal with that later.*
- *Could we talk about that on another occasion?*
- *That's interesting but I would prefer not to answer that today.*
- *That is scheduled for discussion at the next meeting.*
- *I'm not sure it is now the right place/time to discuss this particular question.*
- *Thanks for your question, but can I reply in document later?*

4. OFFERING HELP TO CLARIFY INFORMATION

Agreeing to a request & Offering further help

A: Could we see that slide again?

B: Yes, of course. This is the diagram we've looked at earlier ... but perhaps it will be clearer if I show you more charts / Would you like to see another slide? / It might help if I spoke a little more about ...

5. CHECKING THAT THE QUESTIONER IS SATISFIED

- I hope I have given you what you want to know.*
- Have I answered your question fully?*
- I hope you have got the information you require.*

Full name:

Class:

Student ID:

Subject of the presentation:

Group:

Main ideas:

+

+

+

+

Questions for the group:

+

+

+