

2011—2012



***BHS Operation  
Graduation  
Phase 2  
Public Presentation***

English Language Arts 12,  
English Language Arts 13, and  
Advanced Placement English

Student Name: \_\_\_\_\_ ELA Room #: \_\_\_\_\_

# ATTENDANCE POLICY

It is important to ensure that students are attending class as well as arriving to class on time. We believe that student participation in classroom instruction is an integral part of the learning process. Therefore, the Board of Education has adopted the policy that in order to receive credit for courses, students must not only fulfill the necessary requirements for each course, but also that students must be in attendance at least 80% of the time. Attendance will affect class participation grade, as determined by the instructor...

BATAVIA HIGH SCHOOL STUDENT HANDBOOK 2010 - 2011, pp. 40-42.

...An **unexcused absence** from class will result in disciplinary action as well as the forfeiture of the right to have work graded. **Unexcused absences** cannot be made up. Work missed due to an unexcused absence will be assigned a grade of "0."

BATAVIA HIGH SCHOOL STUDENT HANDBOOK 2010 - 2011, p. 44.

# INCOMPLETES

**Incomplete grades** will remove students from consideration for honor roll, merit roll and will have a negative impact on calculation of rank and averages. **Incompletes must be made up within 10 school days of the marking period end date.** A grade of incomplete may indicate either missing work and/or failure to meet attendance requirements. In either case, parents and/or students should promptly contact teachers to ensure work and/or absences are made up. There will be no revised report card sent home after incompletes are made up. The new grade will be reflected in the next reporting period.

BATAVIA HIGH SCHOOL STUDENT HANDBOOK 2010 - 2011, p. 52.

## **Opportunity to Revise the Presentation**

Any student may opt to revise his or her presentation after receiving the Phase II grade. These students may deliver their revised presentations during a subsequent round of presentations. The better of the two grades will count as the student's final Phase II grade.

*Reserved for Table of Contents*

# NOTES

ACKNOWLEDGEMENTS: The Exit Project is a work in progress, subject to constant review, which seeks continuous improvement. The efforts of the BHS Exit Project teachers, Mr. Jeffrey Tress, Ms. Laura Tenebruso, Mr. Sean Krausss, Mrs. Susan Hawkins and ELA Department Chair, Mrs. Martha Sabato are greatly appreciated. Additionally, many thanks go to Mrs. Maura Shaffer (Computer Lab Specialist) for her continued contributions to this hand-book production.

# Batavia High School

260 State Street; Batavia, NY 14020  
BHS Operation Graduation  
Public Presentation  
Phone: (585) 343-2480

## SUGGESTED GUIDELINES FOR BHS OPERATION GRADUATION PHASE II: PUBLIC PRESENTATION

### **PREREQUISITE**

Students must have **worked to complete** the Social Studies 12 requirements of the Exit Project (Phase I) before scheduling a Presentation Performance (Phase II) in their ELA 12 class.

### **ORAL PRESENTATION (PHASE II) SIGN-UP PROCEDURE**

Eligible students will have an opportunity to schedule their Public Presentation Phase II in their ELA classrooms.

### **THE DAY OF THE PRESENTATION**

Presenters must arrive promptly at the scheduled time and place. This will allow students time to organize materials, familiarize themselves with the assigned area, and check for necessary equipment, etc.

The presenter must **direct the activity**. In other words, the presenter must actively present or speak, referring to visual aids, and engage the panelists for a minimum of 10 minutes, including a Question and Answer time, for maximum credit.

### **IN CASE OF AN EMERGENCY**

In case of a personal emergency, presenters are asked to contact Mrs. Thomas at 343-2480 extension as soon as possible. In the event of an emergency school closing, the assigned presenters will be rescheduled at the earliest available opportunity.

# Operation Graduation Presentation Rubric

## Content / Knowledge

\_\_\_ Position on the topic is

- 6: explicitly stated and defended
- 4: implied and defended
- 2: unclear

\_\_\_ Grasp of topic is

- 6: comprehensive throughout
- 4: stronger in some areas than others
- 2: weak, or entirely read aloud

\_\_\_ Information is organized

- 6: logically throughout
- 4: logically in some sections
- 2: in a confusing way

\_\_\_ Presenter uses time

- 6: effectively
- 4: with some long pauses or some irrelevant sections
- 2: ineffectively (far too long or too short; largely irrelevant sections)

\_\_\_ Presenter cites research sources

- 6: consistently
- 4: occasionally
- 2: never

Content Total: \_\_\_ / 30

## Delivery

\_\_\_ Presenter's overall presence is

- 6: poised and self-confident
- 4: relatively comfortable
- 2: clearly uncomfortable

6: skillfully; enhances audience understanding

- 4: adequately
- 2: inappropriately (slang; frequent *ums*)

\_\_\_ Presenter's appearance is

- 6: appropriate for a formal presentation
- 4: business casual
- 2: inappropriate

\_\_\_ Presenter makes eye contact with audience

- 6: frequently
- 4: occasionally
- 2: never

\_\_\_ Interaction with audience

- 6: establishes positive rapport
- 4: attempts to establish rapport
- 2: is nonexistent

\_\_\_ Presenter's speech is

- 6: easy to hear and understand
- 4: occasionally too soft or too fast
- 2: difficult to understand

Delivery Total: \_\_\_ / 36

\_\_\_ Presenter uses language and vocabulary

## Media

\_\_\_ Media contributes to presenter's position

- 6: strongly
- 4: adequately
- 2: not at all

\_\_\_ Media is easy to read or hear

- 6: always
- 4: usually
- 2: rarely

\_\_\_ Media enhances audience interest in presentation

- 6: strongly
- 4: adequately
- 2: not at all

\_\_\_ Media

- 6: is error-free
- 4: contains one or two errors
- 2: contains many errors

Media Total: \_\_\_ / 36

The above rubric will net a maximum of 90 points. Your attendance at the appointed time will grant you the additional 10 points.

Overall  
Presentation  
Total

# Summary of SCANS Skills

## A Three-Part Foundation

### Basic Skills

The ability to read, write, perform arithmetic and mathematical operations, listen and speak.

### Thinking Skills

The ability to think creatively, make decisions, solve problems, visualize, reason and know how to learn.

### Personal Qualities

Displays responsibility (including punctuality), self-esteem, sociability, self-management (including fitting attire), integrity and honesty.

## Five Competencies

### Resources

Effective management of time and money to complete tasks within budget and deadline constraints. Ability to organize co-workers based on personal qualities and work requirements, and to use materials and facilities effectively.

### Information

Identifying and analyzing relevant information and keeping track of it in an organized method. Includes synthesizing and using a computer to manipulate information to be communicated in the most effective format.

### Interpersonal

Objectively working with others as an effective member of a team, as a trainer of new coworkers, and being able to assist customers effectively. Includes the ability to lead, negotiate, and work well with people from culturally diverse backgrounds.

### Systems

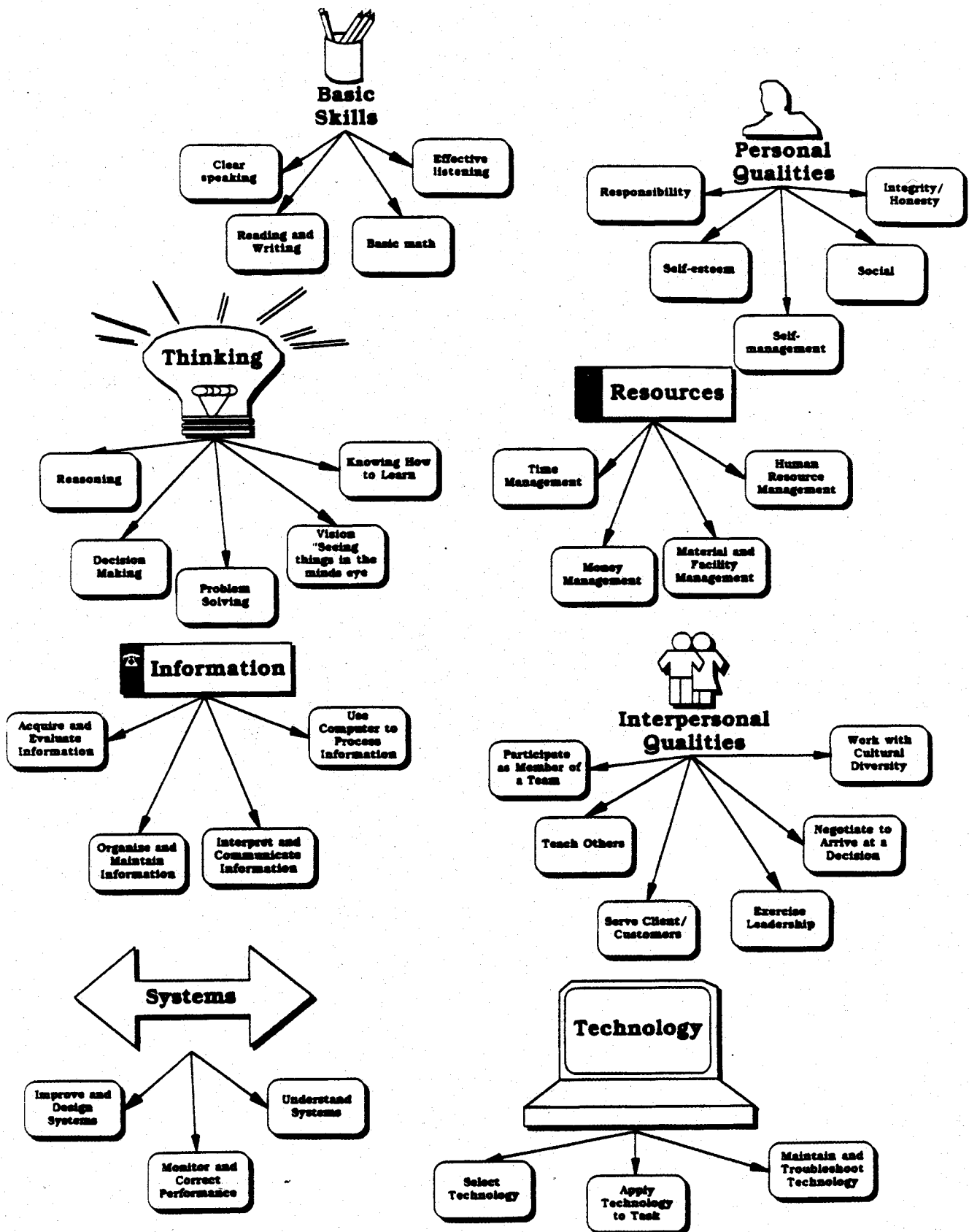
Understanding and manipulating a procedure to produce desired results. To measure and correct the procedure for improvement or even design a new alternative method.

### Technology

Understanding and applying the most appropriate piece of equipment for the job, maintaining that equipment to remain in good condition, and troubleshooting any problems for correctable solutions.

# UNIVERSAL FOUNDATION SKILLS

Secretary's Commission on Achieving Necessary Skills (SCANS)





# Operation Graduation Presentation Checklist

| Requirements  | Teacher Initials | Comments |
|---|------------------|----------|
| Thesis Statement  |                  |          |
| Presentation Software   |                  |          |
| <ul style="list-style-type: none"> <li>• Background (1 slide)</li> </ul>  |                  |          |
| <ul style="list-style-type: none"> <li>• Title Slide (1 slide)</li> </ul>   |                  |          |
| <ul style="list-style-type: none"> <li>• Hook (1 slide) <b>cite</b></li> </ul>                                      |                  |          |
| <ul style="list-style-type: none"> <li>• Thesis (1 slide)</li> </ul>  |                  |          |
| <ul style="list-style-type: none"> <li>• Background (basics of the issue) (1 slide)</li> </ul>                      |                  |          |
| <ul style="list-style-type: none"> <li>• Effects (on the public) (1 slide)</li> </ul>                               |                  |          |
| <ul style="list-style-type: none"> <li>• Significant people or groups (1—4 slides) <b>cite</b></li> </ul>           |                  |          |
| <ul style="list-style-type: none"> <li>• Reasons For (1-2 slides) <b>cite</b></li> </ul>                            |                  |          |
| <ul style="list-style-type: none"> <li>• Reasons Against (1-2 slides) <b>cite</b></li> </ul>                        |                  |          |
| <ul style="list-style-type: none"> <li>• Interview (1 slide) <b>cite</b></li> </ul>                                 |                  |          |
| <ul style="list-style-type: none"> <li>• Survey (1-3 slides)</li> </ul>   |                  |          |
| <ul style="list-style-type: none"> <li>• My Proposal (1-2 slides) <b>cite</b></li> </ul>                            |                  |          |
| <ul style="list-style-type: none"> <li>• Q&amp;A (1 slide)</li> </ul>   |                  |          |
| Media   |                  |          |
| <ul style="list-style-type: none"> <li>• Presentation Software (PowerPoint, Inspire, GoogleDocs Present)</li> </ul> |                  |          |
| <ul style="list-style-type: none"> <li>• Other media (chart, graph, movie, picture, audio clip, etc.)</li> </ul>    |                  |          |
| <ul style="list-style-type: none"> <li>• Other media (chart, graph, movie, picture, audio clip, etc.)</li> </ul>    |                  |          |
| Practice Presentation with Teacher; Submit form   |                  |          |

# Operation Graduation Presentation Performance Preparation

In anticipation of your Presentation, carefully consider each of the following questions.

## 1. Getting Started!

- What will I do in advance to prepare for my Presentation?
- What strategies or aids will I utilize?
- How much practice will I need?

## 2. Thesis Statement

- Does my thesis statement clearly express a specific topic and stand?

## 3. Stimulating Ideas

- What specific facts, examples or quotations support my thesis?
- How will I thoroughly inform my audience?

## 4. Logical Organization

### Intro

- How will I introduce my topic and clearly state my thesis?
- How will I tell why I chose my topic?

### Body

- In what order will I present my ideas and research?
- Which terms will I need to define?
- What evidence will I present that there is a problem?
- What viable evidence will I present to support or defend my thesis?
- How will I cite my sources throughout my presentation?

### Conclusion

- Which portions of my presentation will I summarize?
- What solutions or alternatives will I offer?
- How will I end with a bang?

## 5. Presentation Strategies

- How will I engage my audience?
- What questions should I anticipate?
- What will I wear?

## 6. Visuals

- What visuals will I choose to use?
- How will these be effective in conveying the ideas of my topic?

## 7. Practice

- Who will I use for a practice audience?
- Where will I deliver my practice presentations?
- When will I deliver my practice presentations?

# Presentations

1. Fear of Speaking in Public
2. The Audience
3. Types of Presentations
4. The Subject of the Presentation
5. The Structure of the Presentation
6. Cue Cards and Visual Aids
7. Practice Body Language, Voice
8. The Question and Answer Session

## 1. Fear of Speaking in Public

Many people are afraid of speaking for an audience. Most speakers have two kinds of fears: fears about the audience and fears about themselves. Some examples:

Fears about the audience:

- They will interrupt me, which will confuse me.
- They will ask difficult questions.
- They will see that I am fearful.
- They will hear my mistakes.
- They will not understand what I mean.
- They will dislike me.

Fears about themselves:

- I failed before and will probably fail again.
- I do not have the necessary skills.
- I will make mistakes.
- I will forget what I wanted to say.
- I will not be able to bring out a single word.
- I will be very nervous.

If your fears are in this list, you should feel relieved already. It means that your fears are very common and that most speakers share your fears. The audience will not notice your fears better than you were able to notice them in speakers you have heard. The following points may help you to overcome your fears.

### War!

Many speakers feel that the audience is the enemy and that doing a presentation is like going to war. You should be aware that nearly always the audience is friendly and wants to help you rather than condemn you. They want you to succeed because they are aware of the difficulties of

## 5%

Around 5% of the audience will not like you or your speech no matter how well you perform. This is related to the fact that 5% of the people you meet in life will dislike you, no matter how kind you are. Just accept it and don't worry about it.

## Stress

To some extent stress is good. Stress guarantees that you are alert. That is why you feel stressed when you play complex computer games or drive fast. If a Formula 1 driver were not stressed, he would never win. The trick is to control stress. Some advice:

- Accept your body's reaction as normal.
- Try to relax your body; take some deep breaths.
- Move hands, arms, and feet.
- If you feel extreme stress, realize that this must be what President Clinton felt when he had to admit publicly that he had had an affair with Ms Lewinski. Still, he looked calm and confident.

## Rational

Be aware that many fears are not rational. An irrational fear is often a fear for fear itself. Try to break the vicious circle by rationalizing your emotions.

## Black Out

Many speakers have experienced a black out to some extent. Some strategies to fight black out include:

- Stop and admit you are having a black out. Pause. Then think back to the point you discussed before the black out and start again from there. If that does not work:
- Look at material that you have: cue-cards, transparencies, notes. If that does not work →
- Ask the audience where you were. If that does not work →
- Skip the point you were going to discuss and continue with the next point. If that does not work →
- Make a joke (which you prepared in advance). For example: "If you don't know what's happening, don't worry. Neither do I."

## Six Step Method

If, after reading the remarks above, you still have fears for speaking in public try the 6 step method below.

1. Face your fear and investigate the nature of it. Is it realistic? What is the cause?
2. Remove fear and increase confidence.
3. Take a positive attitude; consider errors as learning experiences.
4. Prepare thoroughly.
5. Imagine yourself succeeding
6. Do not have the 'wait and see' attitude; take control over the situation by anticipating things that may go wrong.

### **Assignment: Fears**

Write down at least three fears that you have about speaking in public. Analyze your fears by answering the following questions:

- a. What is the nature of the fear?
- b. Is it a realistic fear? Why (not)?
- c. What is the cause of the fear?
- d. How can you remove the cause of the fear?
- e. What will you do to remove that fear? (Be as explicit as possible)

## **2. The Audience**

Start by determining general facts about the audience, such as size, sex and age. Determine what interests your audience has. For example, what is their political persuasion, and what do they already know about the subject to be presented? Find out in advance whether you are expected to answer questions. If so, anticipate in advance what questions may be asked.

The members of the audience have a specific purpose. They are not present by chance. Bear in mind that they expect something from you and you must try to fulfill that expectation. (Please refer to the **Exit Project Student Evaluation Rubric** on page 6.)

Also, realize what the occasion is; formal occasions need a formal speech, celebrations call for an informal approach.

### **Assignment: Audiences**

Think of four different audiences for whom you could do a presentation entitled *More Power for Consumer Organizations*. Determine whether you think it is an easy or a difficult audience. Also, explain why.

## **3. Types of Presentations**

Presentations must have a clear and realistic purpose. The purpose of your presentation indicates how you want to achieve the aim of your presentation.

The purpose can be: to describe, to instruct, to persuade, or to entertain.

### **Describe**

In this type of presentation, the aim is usually to give information or explain a situation. The content is often rather general and factual. When the speech is over, the audience should have knowledge that they did not have before they started listening.

### **Instruct**

In this type of presentation, the aim is to teach the audience knowledge and skills. After the presentation the listener should be able to do something he did not know how to do.

### **Persuade**

In this type of presentation, the aim is to stimulate people to do something. After the presentation, you want the listener to believe something he did not believe before he started listening.

## **Entertain**

In this type of presentation, the aim is to entertain people or to make the audience feel happy, but there may be hidden goals. For example, the presenter may wish to reveal important truths or move ideas forward. A crucial element in this type of presentation is humor. For most people, it is very difficult to give a humorous presentation because the humor is not spontaneous.

## **Assignment: Types of Presentations**

Imagine you are a committee investigating the consequences of the privatization of a healthcare clinic. You have to do four presentations for the following audiences:

- a group of doctors who work in the clinic
- a group of worried patients
- a group of information technology experts who have to adapt the computer network
- a group of students who do a project on privatization

Indicate which type of presentation should be used and why.

## **4. The Subject of the Presentation**

As was mentioned above, an important factor which should determine the subject that you choose is the expectations of the audience. If the audience is interested, they will pay attention. If they are not interested, you will lose attention and they may start talking instead of listening.

Some advice on selecting a topic:

- Select a subject that is very familiar.
- Select a subject that is current.
- Select a subject about which you have a clear opinion.
- Select a subject that is not too simple or too complex. By choosing a simple subject you often make it difficult for yourself; there is not much to say about a simple subject and simple subjects are often not very interesting.
- Select a subject that is not too general or too specific. So, don't try to do a presentation on the economy of the United States in 15 minutes. General subjects should be narrowed down. (e.g. The economy of the United States during the second term of President Clinton)

If you are expected to provoke or guide a discussion after your presentation, it is a good idea to take a controversial subject, so that you are sure that there are different opinions in the audience.

After you have decided on the subject you should start collecting material. Some suggestions:

- Go to the public library or the university library and go through the magazine racks.
- Look at the bibliography of a book or an article on a subject that you like. Trace the works mentioned there in the library.
- Look for information on the Internet using search engines, for example, <http://www.altavista.digital.com/>, <http://www.infoseek.com/>.
- Look on the Internet and use the links pages with [resources for students](#).

Read through the material and make notes. If you have collected more material than you can put in the presentation, your subject is probably too broad. You should avoid speaking about statements which are too general. Instead, it is better to focus on a part of the subject that you had in mind. So, select focal points. For example, do not write about the future of television, but rather on the economic future of America's main cable network companies.

### **Assignment: Choosing the Right Subject**

Imagine you have to hold a presentation of 20 minutes for laymen. Study the following titles and determine what is wrong with them. Also, write down an alternative title which would be suitable, if you can.

- The Entertainment Industry
- The Internet
- How to FTP HTML Documents
- Effects of the Euro on the GNP.
- TV Commercials

### **The Introduction**

In the introduction you should make clear to the audience what you are going to talk about and why your presentation is worth listening to. Therefore, in the introduction you should:

- Introduce yourself (if the audience does not know you).
- Provide impact; catch the attention of the audience. Sometimes it is a good idea to start with an anecdote, an illustration, a question, a quotation or a humorous remark. You can also have a look at opening sentences of newspaper articles; they are also often written to provide impact.
- Indicate the aim of the presentation. By explaining the aim of the presentation, you also indicate the relevance of it for the audience.
- Indicate the main topics of the presentation. Using a transparency with the structure of your presentation will help the audience to get a clear picture of what you are going to discuss.

### **The Body**

In the body you discuss the main ideas of your presentation. The ideas should be supported by facts, illustrations, and/or claims. The topics discussed in the body should be organized in a logical way. Some examples:

- **Chronological Order:** Start with the oldest event and end with the most recent.
- **Spatial Order:** Discuss one topic in different places. For example, discuss unemployment in the East and the West.
- **Cause and Effect:** Describe cause and effect of something which is especially suitable when you want to explain why something happened. For example, describe the causes of a disaster or the effects of a measure.
- **Problem and Solution:** Offer a solution for a problem. For example, tell how a new product solves the problem of unremovable stains.
- **Sequential Order (step by step):** This is related to chronological order. It explains the steps in a process.
- **General to Specific:** Start with a general picture and then move on to a detail. For example, present a general overview of the company structure followed by an explanation of the function of the Sales Department.
- **Specific to General:** Start with a detail and put it in a more general context.
- **Magnitude:** Start with something small and familiar, then move on to something larger and less familiar.

After you have decided on the order of the topics, you should make a framework in which you order the topics into main points and minor points.

An example of the structure of the body of a presentation:

Subject: Hewlett Packard Consumer Products

- description of HP: the product groups
- description of HP Consumer Products Group
- major product areas
- printers
- copiers
- production figures

### **The Conclusion**

In the conclusion, you should either summarize the main points of your presentation or put what you have said in a certain perspective. For example, you can let the audience choose between two options for the future, or you can end with your own opinion, or somebody else's opinion (quotation). You should not add new facts to your presentation in the conclusion. After the summary or interpretation, you should thank the audience and close the presentation. If there is a question - answer session, you should open the question and answer session.

A common mistake with conclusions is that the speaker gives a brief summary and then walks away saying, "That's it." or something similar. You should take time to round off your presentation. Use a phrase like "With this, I would like to conclude my presentation."

### **Assignment: Introduction**

Look at the Hewlett Packard example above and write an introduction in which you:

- introduce yourself
- provide impact
- explain the aim
- indicate the main topics

### **Assignment: Ordering Topics**

Look at the Hewlett Packard example above and write down which order is used.

### **Assignment: Conclusion**

Imagine you have to hold a presentation on the pros and cons of the European Union for an audience of fellow students. Think of three different conclusions and write them out.

## **6. Cue Cards and Visual Aids**

After you have worked out the contents of the presentation, you should prepare cue cards and visual aids and then you can start practicing.

### **Cue Cards**

Writing out the complete presentation and then reading it to the audience gives the audience the impression they are wasting their time. They will wonder why you did not copy it and hand it out. On the other hand, writing out your speech will help you to remember what you want to say. Some advice: if you want to write out the entire speech do so, but do not use it during the presentation. Put the sheets in a place where you cannot read them (your back pocket) and only fetch them if you have a black out. If you want to take measures to help you remember what you want to say, use cue cards. Write only key-words on the cue cards and use one card per topic. Regular postcards are convenient; they are small enough to be handy and large enough to be readable.



## Visual Aids

Visual aids should be used to:

- show the outline of the presentation (the main points)
- show what something looks like
- visualize numbers (in graphs and charts)
- emphasize information
- add interest to the presentation

There are different types of visual aids:

- **Objects** (to be demonstrated): Objects are mainly used when the speaker wants to show how something works. Make sure that the object can be seen in the back.
- **Flip Charts**: Flip charts are mainly used to emphasize information or show graphs and drawings to smaller audiences (< 40 people).
- **Overhead Projectors**: These are used for the same reasons as the flip chart. Make sure you use type written (font >16 points) or photocopied transparencies. Use a pencil to point at something on the transparency itself. (Do not point at the screen). The overhead projector is used for audiences between 15 - 70 people.
- **Slide Projectors**: These are similar in function to the flip charts and the overhead projector. Be aware that the order of the slides cannot be changed. These are mainly used for large audiences (>60 people)
- **Video**: Videos are often used to illustrate human behavior.
- **Handouts**: Handouts contain detailed information which could not be mentioned during the presentation, for example, a bibliography.

When you design your visual aids, keep the following points in mind:

- one visual aid should contain one idea
- use key words
- use simple, clear words
- use numbers sparingly; use a graph or chart if possible
- round off numbers if possible
- use no more than 6 lines of text on one visual
- do not use too many visuals
- be aware of the implicit meaning of colors (red = stop or danger, green = go or environment)
- check the spelling

### Assignment: Visual Aids

Imagine you have to hold a presentation on tourism in the UK. One topic of the presentation is statistics. Prepare a short presentation of that topic based on the information below. Prepare the speech and the visual aids. You do not have to make an introduction and conclusion. You need not use all the infor-

|   | 1986  | 1987  | 1996  | 1997  |
|---|-------|-------|-------|-------|
| <b>Visits to the UK by overseas residents</b> |       |       |       |       |
| Number of visitors (millions) of which:       | 13.9  | 15.6  | 25.2  | 25.5  |
| Total business                                | 3.3   | 3.6   | 6.1   | 6.3   |
| Total leisure                                 | 10.6  | 12.0  | 19.1  | 19.2  |
| Total by N. American residents                | 2.8   | 3.4   | 3.7   | 4.1   |
| Total by residents of W. Europe               | 8.4   | 9.3   | 16.8  | 16.7  |
| Total by other residents                      | 2.7   | 2.9   | 4.7   | 4.7   |
| Number of nights (millions)                   | 158.2 | 178.2 | 219.8 | 222.5 |

## 7. Practice, Body Language, Voice

### Practice

Rehearsing the presentation will help you to get the information in your memory. The secret of remembering is repetition. Rehearsing will be most effective if you try to imitate the circumstances under which you have to do the presentation as realistically as possible, so:

- **Prepare audibly.** Preferably, record yourself on tape or video. It allows you to look at yourself as if you were in the audience. It also enables you to evaluate your language. You should use simple, clear words and short sentences whenever possible.
- **Prepare critically.** Do not assume that certain parts of your presentation do not need practicing. Be thorough and critical to yourself.
- **Prepare repeatedly.**
- **Prepare visibly.** Some people like to rehearse before an audience or a mirror, while some people don't. Try both and do whatever suits you best. If you prepare visibly, you can also evaluate your body language.

If you do not know how to pronounce certain words, look them up in a dictionary and practice the pronunciation.

### Body Language

During the rehearsal, do not only pay attention to the contents of the presentation but also to your body language. Effective movements will contribute to the quality of your presentation. Irrelevant movements will distract the attention. So do not lean on the lectern all the time and do not play with pens or keys.

Your facial expression is probably the most important visual aid. It is important that your facial expression matches the emotions of the contents of your speech. If you are enthusiastic about what you are telling the audience, let your face show your enthusiasm. If you are talking about a tragic event, look seriously.

Eye contact with the audience is also important. Try to have eye contact with the audience at least 50% of the time. Do not look at one person for more than a few seconds; it is mostly felt as an act of aggression.

### Voice

A calm voice implies confidence. So try to speak calmly. Be aware that many speakers tend to speak faster when they are nervous. During many presentations, the speaker speaks too quickly, but hardly anyone ever speaks too slowly. If you know that you are a fast speaker, pause occasionally and say, "Slow down, slow down" to yourself.

Try to vary the intonation, articulate clearly and pause regularly. It will make your speech clearer.

### Assignment: Pronouncing Difficult Words

Look up the following words in your dictionary and find out how they should be pronounced

|           |          |               |         |           |           |
|-----------|----------|---------------|---------|-----------|-----------|
| executive | vouchers | miscellaneous | cough   | admirable | antipodes |
| clerk     | gauge    | recipe        | preface |           |           |

## 8. The Question and Answer Session

When you know in advance that there will be an opportunity for the audience to ask questions, try to anticipate. Think in advance of questions that may be asked and prepare answers. The following situations may occur in a question-answer session:

### **You don't know the answer to a question.**

First, give yourself time to think. If you still do not know the answer, admit that you do not know the answer and say that you will look it up after the presentation or that you will meet with the person who asked the question after the presentation.

### **You gave the wrong facts during your presentation.**

Admit you were wrong and thank the questioner for pointing out the mistake.

### **The questioner keeps confronting you with new arguments.**

Do not duel with one person in the audience; you will lose the attention of the rest of the audience. Indicate that you have different opinions and show that you respect the opinion of the questioner.

### **The questioner bullies you.**

If a questioner asks questions in an aggressive manner, keep calm. Be aware of the fact that the audience will condemn his/her behavior. Indicate that you are willing to discuss the matter with the questioner after the presentation.

### **Assignment: One Minute Presentation**

Prepare a one minute presentation about one of the following subjects:

- Copying CDs / CD ROMs
- Cloning humans
- Pizzas and soaps

You may limit or adapt the subject. Your presentation should have an introduction, body and conclusion. Also, think of three questions that you expect to be asked after your presentation.