

UNIT 4 ORAL PRESENTATION

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4.1 INTRODUCTION

Oral presentations have one big advantage over written presentations: they permit a dialogue between the speaker and the audience. The listeners can **offer alternative** explanations and viewpoints, or **simply** ask questions that help the speaker clarify the information.

Oral presentations are therefore an increasingly popular means of technical communication. You can **expect** to give oral presentations to three different types of listeners:

- customers and clients
- fellow employees in your organisation
- fellow professions in your field

The situations that **demand** oral presentations are numerous, and they increase as you assume greater responsibility within an **organisation**. For this reason, many managers and executives seek **instruction from professionals** in different kinds of oral presentations. But oral presentations **on** technical subjects are essentially the spoken form of technical writing. Just as there are a **few** writers who can produce **effective** reports without **outlines** or rough drafts, you might know a **natural** speaker who can talk to groups "off the cuff" **effortlessly**. For most persons, however, an oral presentation requires deliberate and careful preparation.

Objectives

After studying this Unit you will be able to

- write reports for oral presentation,

- prepare and use graphic aids, and
- rehearse and make effective presentations.

4.2 PREPARING TO GIVE AN ORAL PRESENTATION

Preparing to give an oral presentation requires four steps :

- 1) Assessing the speaking situation
- 2) Writing **We** speech
- 3) Preparing the graphic aids
- 4) Rehearsing the presentation
- 5) Making the presentation

Talking to a group is part of the job of any professional. One to two speeches, technical briefs, or seminars a year are typical for scientists and engineers beginning their careers, and the number of talks increases as the years advance. But typical beginners are not well prepared for this job; instead, they stand before the group, nervous, uncertain of how to establish an appropriate tone, aware of the gap between the information they are presenting and the amount their audience is absorbing.

The guidelines in this Unit are directed at making technical presentations not only correct but also comprehensible for the group you are addressing and the reaction you seek from that group.

4.2.1 Assessing the Speaking Situation

Before you write the first work, whether your topic is a new product or research results, think about **two** things: your audience and your purpose. The two are fundamental to your speech.

Audience

Before you start, you need to think about who is in the audience, why they are there, and what they know already. Regardless of your topic, the way to develop it is dictated almost entirely by audience background. This is particularly true for technical subjects, which by definition draw on highly specialized experiences.

Consider Audience

Prior to giving your speech, ask yourself the following questions :

- Are you speaking laterally to peers?
- Are you speaking to supervisors?
- Are you speaking to subordinates?
- Are you speaking to lay customers?
- Is your audience high tech or low tech?
- Is your audience composed of multiple levels of expertise and authority?
- Does your audience know you?
- a Is your audience interested in the subject matter?
- Will your audience be receptive to the topic, or will they be hostile?

Answering these questions will help you decide how technical you can be, when you need to define terms, and what tone you should take. You won't communicate effectively if your audience fails to understand your terminology or if your tone is

offensive. Your only reason for speaking is to communicate to your audience. **Tailor** your content and style accordingly.

4.2.2 Purpose

At the beginning many speakers almost always encompass too wide a field in their speeches. Instead, pinpoint what you have to say in one idea and then develop this **idea** slowly and methodically in the time allotted.

In other words, before you write a word, decide on what **idea** you want your listeners to take out of the door with them. Then arrange your arguments and visual accompaniments to support this idea.

There is a great difference between reading information and absorbing spoken information. In printed text, the reader can return to tables, to graphs, to difficult ideas. There is time to go back and ponder. **This** possibility does not exist in speaking, and that makes all the difference.

4.2.3 Determining Objectives

Determining your reason for **speaking** is as important as recognizing your audience. Is the purpose of your speech to *inform*? Or do you **hope** to *persuade, explain procedures, or motivate*?

Inform

If your speech is to inform, all you want to do is update your listeners. Such a speech could be about new taxation laws affecting listeners' pay, new management **hirings**, or budget restraints affecting capital equipment purchases. Speeches which inform don't require any action on **the** part of your audience. Your listeners won't change **the** tax laws, alter hiring practices, or increase **the** budget. The informative speech merely keeps the audience up to date on business changes.

In such a speech, you'll want to clarify *when* changes will occur, *who* will be affected, and *how* the changes will affect your audience. Leave time for questions and answers to clarify confusing points. However, in an informative **speech**, little audience involvement is **necessary**.

Persuade, Explain Procedures, and/or Motivate

In contrast, speeches, which persuade, explain procedures, **and/or** motivate demand audience involvement. You're not just informing; you're asking your listeners to act. For instance,

- You might be speaking about the need to hold **more** regular and constructive **quality circle meetings** (**persuasion**).
- You might be telling your audience how to **perform** a series of steps for **computer operation** (**explaining procedures**).
- You might be telling your audience that **they** can achieve a higher level of productivity through mutual trust and cooperation (**motivation**).

In **each instance**, you want your audience to leave the speech ready to implement your suggestions.

4.2.4 Writing the Speech

Writing out a **speech** will prevent **disorganised** presentation. It's a basic step in preparing a **technical** talk. **Bear** in mind, however, that writing out a manuscript does **not** mean delivering it by reading the text word for word. The manuscript is **the** first step in a **successful** oral presentation rather **than** the final one. Here are steps for **writing** out a manuscript :

- 1) *Begin with an outline, Shape it to the time **allotted**.* Let's say you have 30 minutes, Divide the presentation into an introduction, **body** of **the** text, and

conclusion. If you take **3 minutes** for the introduction, **and 3 minutes** for the conclusion, you have **24 minutes** left. **Decide now** how many ways you want to elaborate on or explain your point. List them under the main discussion topic. If you have six examples that's **3 minutes** each. e.g.,

I. Introduction: Statement of argument

II. Body : Technical support for argument (maximum of six examples or elaborations)

1.

2.

(Restatement of points 1 and 2 and relationship to argument)

3.

4.

5.

(Restatement of points 3, 4, 5 and relationship to argument)

6.

III. Conclusion : Restatement of argument.

- 2) *Putting aside the introduction and conclusion, write out each of the points in the body of the text.* You may need more than three minutes to expand an item if the point turns out to be more complicated than your initial estimate suggested. That means you'll have to reduce the total number of points you're using to back up the argument. You may be able to make only three or four elaborations.
- 3) *As you write, begin thinking about the visual accompaniments you may use.* These will take part of the time allotted for explanations. If you decide to use slides, overhead transparencies, tagboard, or other visuals, indicate references to them as you write.
- 4) *Return to the Introduction.* Write a clear statement of the argument. Follow it with a "road map" – either all of the major divisions or the first subtopic you will discuss.
- 5) *Cast a critical eye over the speech.* Arrange and rearrange argument for persuasiveness and logic. Remember that the internal logic of the document is probably much clearer to you, the writer, than to your uninitiated listener. As you revise, bear in mind the difference between written and oral presentation. You'll need to restate points from time to time, and you'll also need to recap your arguments periodically. Finally, go over this checklist.

4.25 Checklist : First Draft of a Speech

- 1) *Content* : Have you included all necessary information?
- 2) *Visuals* : Have you made tentative provisions for the visuals in the text?
- 3) *Comprehensibility* : Do you need to adjust the pace by expanding examples or adding a summary so that the explanation will be understandable?

The introduction to the oral presentation is very important, for your opening sentences must gain and keep the audience's attention. An effective introduction might define the problem that led to the project, offer an interesting fact that the audience is unlikely to know, or present a brief quotation from an authoritative figure in the field or a famous person not generally associated with the field. All these techniques should lead into a clear statement of the purpose, scope, and organisation of the presentation. If none of these techniques offers an appropriate introduction, a speaker can begin directly by defining the purpose, scope, and organisation. A forecast of the major

points is useful for **long** or complicated presentations. Don't be fancy. Use the **words** scope and purpose. And don't try to enliven the presentation by adding jokes. **Humour** is usually inappropriate in technical presentations.

The conclusion, too, is crucial in **an** oral presentation, for it summarizes the major points of **the talk** and clarifies their relationships with one another. Without a summary, many **otherwise** effective oral presentations would sound like a jumble of **unrelated** facts **and** theories.

4.2.6 Presentation Plan

Given below is an example of a presentation plan.

Topic	:	_____
Objectives	:	(What do you want your audience to believe or do as a result of your presentation?)
		• _____
		• _____
		• _____
		• _____
Development	:	(What main points are you going to develop in your presentation?)
		1) _____

		2) _____

		3) _____

		4) _____

Organisation	:	(Will this presentation lend itself to a particular organisational format, such as comparison/contrast , chronology, or analysis?)
Visuals	:	(What visuals will be used?)

You may want to write a **more** detailed outline focusing on your speech's major units of discussion **and** supporting documentation. The following *speech outline* is a **template** for your speech **presentation**.

Title:	_____
Purpose:	_____
I) Introduction	
A) _____ Attention getter :	_____

B) Focus Statement:	_____

II) Body

A) First main point : _____

1) Documentation/subpoint : _____

a) Document/subpoint : _____

b) Documentationsubpoint: _____

2) Documentationsubpoint: _____

3) Documentation/subpoint: _____

B) Second main point: _____

1) Documentation/subpoint : _____

2) Documentation/subpoint: _____

a) Documentation/subpoint : _____

b) Documentation/subpoint : _____

3) Documentation/subpoint : _____

C) Third main point : _____

1) Documentation/subpoint : _____

2) Documentation/subpoint : _____

3) Documentation/subpoint : _____

a) Documentation/subpoint : _____

b) Documentaion/subpoint : _____

III) Conclusion

A) Summary of main points : _____

B) Recommendation for future course of action : _____

4.2.7 Note Cards

If you decide that presenting the speech **from the** outline will not work for you, **then** you can write highlights of the speech on 3" x 5" cards. One caution -- **avoid writing** complete sentences or filling the cards side to side, Just **write** short nobs (phrases or key words) which will aid your **memory**.

Once your speech is outlined **and note** cards are prepared, practice, incorporating all your visual aids. To speak longer than **requested** will infringe on **another** speaker's time, on question-&-answer time, or on coffee-break time. Practising will help you meet any **time** constraints.

4.2.8 Preparing the Graphic Aids

Graphic aids **fulfill** the same purpose in an oral presentation that they do in a written one: they clarify or highlight **important** ideas or facts. Statistical data, in **particular**, lend themselves to graphical presentation, **as** do representations of **equipment** or process. The same guidelines that apply to graphic aids in text apply here : they should be clear and self-explanatory. The audience **should know** immediately **what** each graphic aid is showing. In addition, the material conveyed should **be** simple. In

making up a graphic aid for **an** oral presentation, be careful not to overload it with more information than the audience can absorb. Each graphic aid should illustrate a **single** idea. Remember that your listeners have **not** seen the graphic aid before, and that they, unlike readers, do not have **the opportunity** to linger over it.

In choosing a medium for the graphic aid, consider the room in which you will give the **presentation**. The people selected in the last row and near the sides of the room must be able to see each graphic aid clearly and easily (a flip chart, for instance, would be ineffective **in** an auditorium). If you make a transparency from a page of text, be sure to enlarge the picture or words; what is legible on a printed page is usually too small to see on a screen.

Although **there** are no firm guidelines on **how** many graphic aids to create, a good rule of thumb is to have a different graphic aid for every 30 seconds of the presentation. Changing from one to **another** **helps** you keep the presentation visually interesting, and it helps you signal **transitions** to your audience. It is far better to have a series of simple **graphics** than to **have one complicated** one that stays on the screen for 10 minutes.

After you have created your graphic aids, double **check** them for accuracy and correctness. Spelling errors are particularly embarrassing when **the** letters are six inches tall.

Following is a list of the basic media for graphic aids, with the major features cited.

1) **Slide Projector** = Projects previously prepared slides onto a screen,

Advantages

- It has a very professional appearance.
- It is versatile – can **handle** photographs or artwork, colour or black-and-white.
- With a second projector, the pause between slides can be eliminated.
- **During** the presentation, the speaker can easily advance **and** reverse the slides.

Disadvantage

- Slides are expensive.
- The room **has** to be kept relatively dark during the slide presentation.

2) **Overhead Projector** = Projects transparencies onto a screen.

Advantages

- **Transparencies** are inexpensive and easy to draw.
- Speakers can draw transparencies "live".
- Overlays can be created by placing one transparency over another.
- Lights can remain on during the presentation.
- The speaker can face the audience.

Disadvantages

- It is not as professional = looking as slides.
- Each transparency must be loaded separately by hand.

3) **Opaque Projector** : Projects a piece of paper onto a screen.

Advantages

- It can project single sheets or pages in a bound volume.
- It requires no expense or advance preparation.

Disadvantages

- The room has to be kept dark during the presentation
It cannot magnify sufficiently for a large auditorium
- Each page must be loaded separately by hand.
- The projector is noisy.

4) **Poster**: A graphic drawn on paper.

Advantages

- It is inexpensive.
- It requires no equipment
- Posters can be drawn or modified "live".

Disadvantage

- It is ineffective in large rooms.

5) **Flip Chart**: A series of posters, bound together at the top like a loose-leaf binder; generally placed on an easel.

Advantages

- It is relatively inexpensive.
- It requires no equipment.
- The speaker can easily flip back or forward.
- Posters **can** be drawn or modified "live".

Disadvantage

- It is ineffective in large rooms.

6) **Felt Board**: A hard, flat surface covered with felt, onto which paper can be attached using doubled-over adhesive tape.

Advantages

- It is relatively inexpensive.
It is **particularly effective** if a speaker wishes to rearrange the items on the board during **the** presentation.
- It is versatile – can **handle** paper, photographs, cutouts.

Disadvantage

It has an informal appearance.

7) **Chalkboard**

Advantages

- It is almost universally available.
- **The** speaker has complete control – he or she can add, delete, or modify the graphic easily.

Disadvantages

Complicated or **extensive** graphics are difficult to create.

- It is ineffective in large rooms.
- It has a very informal appearance.

- 8) **Objects:** Such as models or **samples** of material that **can** be held up or passed around through the audience.

Advantages

- They are very interesting for the audience.
- They provide a very good look at the object.

Disadvantages

Audience **members might** not be listening while **they** are looking at the object.

- The object **might** not survive intact.

- 9) **Handouts:** Photocopies of written material given to each audience **member**.

Advantages

- Much **material** can be fit on paper.
- Audience members can write on **their** copies and **keep them**.

Disadvantage

Audience members **might** read the handouts rather than listen to the **speaker**.

(*A word of advice* : Before you design and create any **graphic** aids, make sure the room in which you will be giving the presentation has the equipment you need. Don't walk into the room carrying a stack of transparencies only to learn **that** there is no overhead projector. Even if you have arranged beforehand to have the necessary equipment delivered, check to make sure it is there; if possible, bring it with you.)

4.2.9 Rehearsing the Presentation

There are two ways you may deliver the speech : extemporaneously or reading directly from the manuscript.

Extemporaneous Speaking: This is the more useful of the two methods in most corporate, industrial, and **professional** settings. Extemporaneous delivery does not entail memorizing the speech word for word. **Instead**, the speaker takes **each** topic **within** the speech and practises delivering the information until it can be spoken rather than read. The only text actually carried by the speaker is a skeleton outline **with** key words and side lists, plus statistics, quotations, or other **items** that need to be quoted verbatim.

This mode has many advantages over manuscript reading. First of all, the rhythm and pace of the talk will be closer to those occurring in natural speech: the speaker who talks **rather than** reads tends towards shorter **sentences**, more repetition, use of contractions, and other natural speech **rhythms**. Further, spoken delivery permits good eye contact. You, the speaker, can add explanations if the group **seems** confused, or edit information if the group turns out to be more sophisticated **than** anticipated. Voice, tone, and emphasis can be varied in relation to audience response.

Manuscript Reading: It is hard **for** most listeners to attend to someone reading a speech. There's little eye contact **and** little variation in pace or tone since the reader is not guided by audience response. There are some exceptions, though.

If you must read **the** manuscript, practise so that you can look up regularly and at length.

Practicing Extemporaneous Delivery: Read through your text two or three times until you are comfortable with the arguments. Then practice the speech out loud, without reading **it**, section by section.

Saying the speech out loud works well for most people. Do not try to get each section word for word. Instead, try delivering all the details within one section. If you fumble, **find** a simpler way to state the point. Use an **index** card for any details such as figures or quotations that need to be read. **Remember**, the section does not have to be word-perfect. You may phrase a statement one way during practice, another way **during** delivery. That is not significant; what is important is a clear way of **stating** each point.

Some people use tape recorders, videotape recorders, or the mirror while they are practising. Others are paralyzed with self-consciousness by such maneuvers. Tape and video recorders are fine — so long as they support rather **than** inhibit your performance.

After you can say each point aloud, go through the entire speech. Make up a skeleton outline in which you **have** two or three words or phrases to remind you of each major point. This outline will be useful when you are speaking. It will prevent your losing the order of points or **omitting** major topics in the course of the speech.

Check this skeleton outline against your list of visual aids, and coordinate the two by numbering the visuals **and** inserting these numbers in the skeleton outline.

SAQ 1

What are the steps you need to follow to make an effective Oral Presentation ?

SAQ 2

What are some of the Graphic Aids you can use to improve the impact of your Presentation ?

4.3 MAKING THE PRESENTATION

Clutching a full script in hand while **speaking** is usually a bad idea — you may find yourself succumbing to the security of reading it. Instead, take only (1) the outline, with key words and slides indicated, and (2) index cards with anything that must be read verbatim. When the time comes, reach for **the** card and read the quote or **the** statistic. Otherwise, address **the** audience **directly**.

Your goal, of course, is to have the audience listen to you and have confidence in what you are saying. **Try** to project the same image that you would in a job **interview**: restrained self-confidence. Show your listeners that you are interested in your topic and that you know what you are talking about. As you give the presentation, this sense of control is conveyed chiefly through your voice and your body.

To avoid problems caused by mechanical failures, take **the** machinery out, set it up in conditions that duplicate **those** for your speech and do a dual run.

4.3.1 Using Slides and Transparencies

A peculiar thing happens when people use slides and transparencies. Instead of reading from a manuscript, they read from the slides. They bury their heads in the slides in the same way that shy speakers use manuscripts to escape looking at the audience. To avoid this, *do not* talk to the **slide** or *transparencies*. Talk to the audience.

Step to the side of the screen and face the audience. This is difficult to do. Your illustrations are behind you, and there will be a strong tendency to turn away toward the screen.

However, you need to maintain eye contact with the group. Do this by standing to the side of the illustration and using a pointer. In this way, you can indicate details on the screen without **turning** away from the group.

If you can use electric pointers that project an arrow on the screen, or collapsible metal pointers that fit in a pocket or briefcase when not in use. A pencil or index finger won't work. You'll cast a shadow on the screen, obscuring the data just when someone needs to look at it.

Furthermore, *do not* turn the lights off. It's a sure way to send a portion of the audience to sleep, and to frustrate those who want to take notes. Instead, experiment so that you have to reduce only the light over rows immediately in the front of the screen. If you are using an overhead projector, turn it off when not in use. The glare and machine noise are distracting.

Organisation: A rough rule is two minutes per slide. Remember that the heart of a speech is variety, and that you need to change what is in front of your listener to create a less passive experience. If the slide takes longer than two **minutes** to explain, it may be too complicated. In this case try to divide the information so that you have two or three separate slides. The problem with slides is that unless one is careful, they end up controlling the content of the speech. One starts **using them** with the best of intentions; they are a simple, **attractive** way to illustrate technical presentations. But those of you who have sat through speeches where the slides sailed past – too fast, too complicated, too many – know that slides can be disastrous. Take care to simplify and focus their presentation.

You should write an introduction and a conclusion that are freestanding, that can exist independent of the visuals. Then use readable slides in the body of the text if they will aid your talk, but remember that they should be used to illustrate points rather than as the points themselves.

4.3.2 Using Blackboards, Easels and Tagboards

The blackboard has advantages. For one thing, it slows the speaker down. It's harder to rush through **complicated** illustrations, as speakers routinely do with slides, when the speaker has to draw each figure laboriously. The board has another advantage: if you draw a simple figure, **outline**, or equation, you can add to it as you talk. If, for instance, you are explaining how to read a **weather** map, you can add each **notation** as you introduce it rather than present the **entire** map at once. The effect is **similar** to that achieved with transparencies when you add successive details through overlays.

Two pieces of advice if you use a blackboard: (1) Slop talking while you're writing. (2) Add **illustrations** with some sort of plan so that you'll have a coherent display at the end rather than an **unrelated** series of notes.

Companies usually have an alternative to the blackboard – an oversized **note** pad called a *flipchart* (often as large as 24 x 24 inches) sitting on an easel. **Illustrations**, outlines, equations, or key words may be prepared in advance and the flipchart used to **illustrate** the talk, or the illustrations may be **done during** the talk. The paper surface is easier and quicker to write on than a **blackboard**, particularly if you use a felt-tipped pen. Speakers often tear off each page as they finish and tape it to the wall. In this way, up to 20 pages can be displayed for reference during the talk.

Tagboards, prepared in advance for display during the talk, can also be useful. Like slides, they should have large lettering that is visible beyond the first few rows. If the board is sturdy, it can be placed on an easel during the talk.

4.3.3 Audience Participation

As a speaker, you need to imagine what you want your audience to be doing while you're talking. This is a necessary consideration. For instance, if you want them to take notes, you'll need to arrange appropriate desks and lighting.

Questions: If you are allowing time for responses to your talk, you'll need to prepare for questions and inevitable challenges that accompany critical discussions. Certain types of questions – misunderstandings by the audience, requests for further information – are easily fielded if you have prepared. Skilled speakers often imagine before a talk what questions they will be asked, and then check to make sure they have concise answers at hand. Questions involving controversial issues are harder to handle. Some will be irrelevant. An occasional listener uses a question as an opportunity to deliver a speech on an entirely different issue. "Yes, that certainly seems to be a problem" is a reasonable response to such rhetoric, rather than getting involved in discussing a side issue. For questions that challenge the speaker and present an alternative interpretation, it's probably best to (1) rephrase the question to be sure you've understood it, (2) acknowledge that there are differences of opinion on this issue, and (3) reiterate your own position. "Yes, I'm familiar with that data. My interpretation, as I argued, is quite different." Avoid becoming defensive.

4.3.4 Polishing Your Delivery

The way you look at the audience, your manner of speaking, even your manner of standing while you talk are vital to a technical speech. All three of these areas can be vastly improved by practice.

Eye Contact: You can't stare at people, but you do have to look at them while you're talking. Practice looking at your audience, shifting your gaze from one member of the group to another. There will always be three or four persons interested in what you're saying. Return to them when you need feedback, and otherwise try to address yourself to each person in the room. Practising a speech until it can be delivered extemporaneously is a good first step in learning to control your voice and keeping it within a normal range.

Voice: Once you have learned to talk, you'll find you are naturally changing your rate from time to time to give emphasis, and this change will be useful in keeping the audience attentive. Skilled speakers learn that variations are important in all aspects of the speech – from eye contact and the visual displays to tone and rate of speech.

If you have to use a mike, try to use one you can clip to your shirt or wear around your neck. If you use a stationary model attached to the lectern, your voice will rise and fall as you step to the side to discuss the slides, and if it is a hand-held mike, you may end up with the mike in one hand and the pointer in the other, an awkward situation.

Bearing: You'll want to move, and for good reason – muscle activity releases tension, and most speakers are tense. Go right ahead and relieve the tension, but do so in a measured way, by stepping forward to make a point, or by using your arm in a natural gesture that accompanies what you're saying. Try to keep nervous mannerisms to a minimum.

4.3.5 The Structure of a Speech as a Whole

A 30-minute speech can be divided as follows:

- 1) Opening (first three to five minutes): Some speakers begin with a joke – a mistake if you don't have a good joke or a professional's knack for delivering the punch line. Others begin with a topical anecdote – for instance, a news item on their subject. Still others start with an allusion to the occasion, the nature of the audience, or some other personalized reference to the group and purpose.

The opening is tricky, however, and if you are uncomfortable to begin with, a wall of unsmiling faces just after you've told your anecdote is not likely to relax you. If you want to begin with an anecdote, a topical allusion, a reference to the occasion, a joke, or a quotation, be sure that you are willing to live with the results if the lead doesn't work.

Otherwise, stick to that which is essential in any introduction: state the subject and define any terms. This is more than adequate for any talk. To sum up :

- 1) State your central point,
- 2) Give an example **if** necessary,
- 3) Define any unfamiliar terms, and
- 4) Follow with a road map.

This sort of clear-cut, businesslike **introduction** will be appreciated by most of your audience.

It is particularly important not to neglect the introduction if you are showing slides. Avoid **the** tendency to dive right in and to let the slides dictate the content of the speech. Don't sacrifice the introduction. The listener needs it to establish a foundation for the rest of the speech.

- 2) **Body of Speech** (20 minutes) : Whether you use slides and transparencies, or simply speak directly to the audience, allow two to three minutes to make each argument. Remember, your audience does not have the advantage of reading. They cannot stop when they come to a puzzling item, pause over it, or refer to an earlier section as they could if the information were printed.

As you proceed, use transitional words and phrases to help the listener along: So *as you see*, *As I was saying*, *All it means is ...*

At two or three points, give an **internal** summary. **Restating** the points as you develop them will be **an** aid to the listener.

Look out at the audience, not at your notes or the screen. If you use an outline, coordinate it with your visuals in case you lose your place.

If you use slides or transparencies, don't simply flash **them** – explain them.

There is a variety of techniques you can use to keep the audience attentive: Pause, look around before making a point, change the tempo from **time** to time, use a gesture or a step forward to emphasize a point. **Some speakers** employ demonstrations or hold up objects **relevant** to the discussion.

If possible, present the **argument** in puzzle order. **That** is, instead of giving the answer, **pose the** situation, and gradually work your way to the solution. If you are clever about this, you'll **do** it in such a way that the audience will get there one jump ahead of your statement of the solution. **This** will give them the pleasure of solving the puzzle, add a little flair to the presentation, and make the speech a **less** passive experience.

Watch the clock. The **first** time you get up to speak, **you** may find that, **like** the person at the opera who **didn't** much care for it, you will look at your watch **after** what feels like two hours and discover that only five minutes have passed. But as you become more accustomed **So** speaking, you'll find your **end** to exceed your time, particularly if you **find** ways to explain points in an interesting **and** lively way. Your audience will follow what you're saying, and you won't notice how quickly the moments have gone.

Dividing the speech into sections, represented by key words in your outline, will help you avoid this. You can look down, see how much you have to go, and how much time is left. In this way you can easily judge if you are going to end too soon, or, as is more often the case, exceed your allotted time.

- 3) Closing (last three to five minutes): Crush any tendency to sound apologetic. Instead, wind up with a brisk summary of your central point. Include an upbeat anecdote or quotation if you have one that illustrates the gist of the talk. Then call for questions. Answer them pleasantly and don't be defensive.

SAQ 3

What are the two ways you can deliver the Presentation?

Activity

Prepare a technical talk and use the following checklist for self-evaluation. Alternatively you may ask a friend to evaluate your presentation.

Check List for Evaluation of A Technical Talk

Speech	Good Features	Features that Could be Improved
Organisation		
1) Introduction (Was it adequate to establish a foundation for the talk? Were essential terms defined ? Was the thesis stated clearly?)		
2) Body of talk (Was adequate time allowed for each important point? Were there internal summaries? Transitional words? Was it possible to follow the explanation?)		
3) Conclusion (Was there a restatement of the thesis? Was the ending positive rather than apologetic?)		
Presentation		
4) Eye contact, voice, bearing, gestures, timing (Did I look at all members of the group? Was the pace brisk or lethargic? Were voice , hearing and gestures used effectively?)		
5) Visuals (Were they legible? Was each one explained adequately? Were they too complicated ?)		
6) Unusual aspects (Good introduction? Lively format? Unusual illustrations? Up-beat ending? Effective eye Contact?)		

4.4 SUMMARY

An effective oral presentation begins with a careful assessment of the speaking situation. Highlight important points so as to register properly with audiences who may hear the speech only once. One should use visual aids to help listeners grasp the main points of the speech. Every presentation has an introduction, body and conclusion. The introduction sets the tone and previews the speech. The body has clear transitions and important details and is presented in a set time-frame.

To deliver a good presentation, rehearse several times until you can speak comfortably from note cards. Try to speak in a conversational manner as if talking extemporaneously to friends. The secret of success is to be well-informed and well-prepared.

4.5 ANSWERS TO SAQs

The answers will be available on a careful reading of the Unit.