

Level 6 Listening and Speaking Skills



student guide

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Chapter 1: Presentations

In this class, you may give impromptu presentations (surprise!) and extemporaneous presentations. Your presentations must be interesting, organized, and well developed. You must be a natural, animated, and confident speaker. You have to catch the audience's attention and keep them involved in the presentation. This chapter will help you master these tasks.

1.1 Types of Presentations

ORATORY – SPEAK FROM MEMORY

Oratory presentations are good for short toasts and introductions because they are easy to remember. Otherwise, oratory presentations are risky and often do not catch the audience's interest. First, speakers risk forgetting the words they have memorized, which could lead to an embarrassing silence. Second, repeating words from memory hinders a relaxed, natural style. Often speakers do not use the proper emphasis or gestures to go with what they are saying, and they don't make eye contact because they are concentrating too much on remembering their words.

MANUSCRIPT – SPEAK FROM A WRITTEN SPEECH

Many politicians give manuscript presentations because they have to be careful about what they say. However, manuscript presentations also tend to lose the audience's interest. When speakers read, they have less eye contact and fewer gestures. They read without thinking of what they are saying and thus speak in a monotone voice. Speakers appear unnatural and uninterested in their topics.

IMPROMPTU – SPEAK WITHOUT TIME TO PREPARE

Impromptu presentations can be stressful, but the good news is there is not much time to be nervous. Obviously, impromptu speakers may suffer from a lack of organization, a tendency to get off the topic, and a lack of support. If there is time to prepare, you should always prepare and not try to go impromptu. However, sometimes at school and at work you will be asked to speak on a topic with very little time for preparation. This class will let you try several impromptu presentations so that you are familiar with the experience.

EXTEMPORANEOUS – PREPARE, PRACTICE, SPEAK FROM OUTLINE

Most presentations in academic and business settings are extemporaneous. These presentations are the most successful because speakers are well prepared but also natural and alive.

Speakers prepare their presentation as an outline instead of memorizing or writing a speech. Then they practice it many times using the outline (which they write on note cards) so that they know it well.

During the presentation, extemporaneous speakers use notes to keep them on track. However, because they have not memorized anything and are not reading anything, they appear natural and speak in a more conversational tone. Speakers must consider their words and thus are more likely to use proper stress and intonation. Also it is easier to change the presentation based on the audience's reaction.

1.2 Successful Impromptu Presentations

The more impromptu speeches you give, the better you will get and the more confident you will be. Here are some tips:

- ◆ Read or listen to the topic carefully so that you clearly understand it.
- ◆ Decide your position quickly and make it a simple, clear sentence.
- ◆ If there is absolutely no time to prepare, say what you think, support it as well as you can, and finish by repeating your opinion.
- ◆ If you have a few minutes (as you will in this class), write a brief outline of your speech.

Introduction – state your position
2-3 main points to support your position
Conclusion – repeat your position

- ◆ Think of personal examples to use as support.
- ◆ Make sure you have a position and supporting points. If you have more time, add an interesting introduction and “wow” closer.
- ◆ Use the notes but also think on your feet and add more as you speak.

If you completely lose your thoughts as you are speaking, do not panic. Pause and look at your notes. If you still can't get anything, don't run away or break into laughter or tears. Summarize your main points, re-state your position, and finish calmly. It may not be a super speech, but the audience will still know what you think.

1.3 Successful Extemporaneous Presentations

Here are some steps for a successful extemporaneous presentation. Many of them will be explained in more detail later in this chapter.

1. CHOOSE A TOPIC

Read Section 1.4 about how to choose a good topic.

2. FIND SOURCES

Find as much information as you can about your topic. You should become an expert about it. Remember that you must use only high-quality sources. A good source is

- ◆ something written by a person with knowledge about the topic
- ◆ an article in a respected periodical
- ◆ a web page created by a respectable group
- ◆ a print document with lots of information (not just pictures)
- ◆ NOT an advertisement, personal web page, or children's book

Your Level 6 Writing Guide contains information about finding and evaluating sources.

3. LEARN AND THINK

Read as much as you can, think about your own ideas, and decide what you want to focus on in your presentation. Narrow your topic further.

4. PLAN (DEVELOP A THESIS AND MAIN POINTS)

Without looking at your sources, determine what you want to focus on in your presentation, how you want to present the information, and what you want the audience to think about your topic. This will lead to your thesis and main points. Sections 1.7 and 1.8 can help you more.

5. OUTLINE

Make only an outline (no written sentences) of your presentation. Sections 1.5 and 1.6 have outlines to help you.

6. ANALYZE YOUR AUDIENCE

Consider your audience and fix your outline until you have a presentation that is suitable and interesting for your audience. See Sections 1.11 and 1.12.

7. MAKE NOTE CARDS

Make note cards to use during your presentation. Section 1.14 has advice about this.

8. PRACTICE PRACTICE PRACTICE

Practice your presentation using your note cards and amazing presenting skills until you feel confident that you can teach, convince, and keep the attention of the audience with your content, voice, and non-verbal cues. See Section 1.15 for tips on practicing.

1.4 Presentation Topics

Almost anything can be a good presentation topic if you are interested in it and can make the audience interested too. When choosing a presentation topic, consider your personal interests, current events, management and business issues, or social problems. Surf the Internet or current magazines and look for something that catches your eye. When you find a subject that interests you, follow these criteria for choosing and narrowing down your topic:

- ◆ **Interesting:** Choose a topic that interests you AND that you can make interesting for your classmates.
- ◆ **Advanced:** Choose a university-level topic.
- ◆ **New:** Choose something you have not written papers or presented about before.
- ◆ **Informative:** Your presentation should teach your audience something. If you don't know enough about your topic, do research to include in your presentation.
- ◆ **Specific:** Narrow your topic until it is possible to give a deep, interesting, advanced, new and informative presentation in the time given.
- ◆ **Persuasive:** Even mostly informative presentations should have some sort of opinion or attitude. You must convince the audience that your point of view about your topic is valid.

EXERCISE 1: TOPICS. Choose the best topic in each group for a 10-minute presentation.

- | | |
|---|---|
| 1. a. How to make tea
b. How to find a good husband
c. How to resolve workplace conflict
d. How to build a space station | 2. a. Causes of the Bermuda Triangle
b. The Bermuda Triangle
c. My flight over the Triangle
d. What is a triangle? |
| 3. a. Product placement in movies
b. Movies
c. My favorite movie
d. The history of film | 4. a. Cuba
b. Spanish is prettier than English
c. Devastating effects of the US embargo of Cuba
d. Life in Cuba |
| 5. a. Helping Sub-Saharan Africa's AIDS orphans
b. AIDS
c. The spread of AIDS
d. AIDS is God's punishment for bad behavior | 6. a. What's in the oceans?
b. Use of dolphins to find underwater mines
c. My goldfish Sam
d. Whales |

1.5 Parts of a Presentation

I. INTRODUCTION (10-15% OF PRESENTATION)

- Attention-getting sentence(s)
- Background information/introduction topic
- Thesis – main idea/opinion/purpose of presentation
- Brief preview of main points of presentation

II. POINT #1

- Statement of the point
- Facts/examples/ideas/stats/details/etc. to support Point #1
- Explanation of everything (using visual aids if possible)
- Keep the audience interested!
- Connection to Point #2

III. POINT #2

- Statement of the point
- Facts/examples/ideas/stats/details/etc. to support Point #2
- Explanation of everything (using visual aids if possible)
- Keep the audience interested!
- Connection to Point #3

IV. POINT #3

- Statement of the point
- Facts/examples/ideas/stats/details/etc. to support Point #3
- Explanation of everything (using visual aids if possible)
- Keep the audience interested!
- Connection to Conclusion

V. CONCLUSION (5-10% OF PRESENTATION)

- Summary of 3 points and thesis
- Closer – call to action/challenge/prediction/solution/“wow” statement. Show the audience how they benefit from your presentation. Do NOT end with “that’s all” or “thank you.” We know the presentation is over because it ends with a strong statement. So after your closer, expect...

VI. APPLAUSE

- If you don’t get it, then signal to the audience that your presentation is over: repeat your last line, look at them expectantly, or if necessary, say, “thank you.”

VII. QUESTION/ANSWER OR DISCUSSION SESSION

- Ask the audience if they have any questions or would like to discuss something.
- If they don’t have questions, ask them questions. Get them involved. Get their feedback on the ideas of your presentation.

VIII. CLOSING

- End the Q/A session with a quick summary of your main idea so it’s not forgotten.
- Thank the audience for their questions.
- Sit down ☺

1.6 A Presentation Outline

I. INTRODUCTION

Attention-getting sentence(s):

Background information:

Thesis:

Preview of main points of presentation (if not in your thesis):

(connecting words/idea)

II. POINT #1 _____

Supporting explanations/facts/examples/ideas/etc.

1.

2.

3.

(connecting words/idea)

III. POINT #2 _____

Supporting explanations/facts/examples/ideas/etc.

1.

2.

3.

(connecting words/idea)

IV. POINT #3 _____

Supporting explanations/facts/examples/ideas/etc.

1.

2.

3.

(connecting words/idea)

V. CONCLUSION

Summary of thesis and points:

Closer:

1.7 Planning and Outlining

FINDING A THESIS

After you've learned all about your topic, think about what you want to say in your presentation. Ask yourself

- ◆ "What will my presentation be about?"
- ◆ "What is the audience going to learn from this presentation?"
- ◆ "What do I want the audience to think about my topic?"

The answers to these questions will help you find your thesis – the ONE central idea that you will discuss in your presentation. It should be a clear sentence expressing an opinion about your topic and the purpose of your presentation. You should not find your thesis in a source – it should be your own idea.

DETERMINING MAIN POINTS

Your presentation should have points to support your thesis. Without looking at your sources, make a list of all the things you want to say to the audience and then combine, erase, separate, and organize these things until you have 3-4 points to develop your thesis. Put them into a logical order and write each as a heading in your outline. Leave a lot of space between them.

ADDING SUPPORT

Go through your sources and write down everything you can (all the details/facts/examples/statistics) to support each main point. Also write the name of the source where you found the information. Write more than you will need so that you can later choose what will work best for your audience.

1.8 How To Avoid Plagiarism in a Presentation

Even in a presentation, using another person's words, ideas, or work as your own is plagiarism. Your presentation must be your own work: your words, your organization, and your ideas. However, you must use the information you found in your research in your presentation. To do this,

- ◆ Plan and organize your presentation on your own, without looking at sources. The thesis and main points should be your own creation.
- ◆ Do not memorize sentences or even phrases from your sources.
- ◆ Use source material in the body to support your own ideas. Write the source's name in your outline and on your note card so that you can cite it in your presentation.
- ◆ When you use phrases or sentences directly from a source, present them as a direct quote. Write the quote on your note card and read it when you say it.
 - According to Dr. X, a heart surgeon, "..."*
 - Dr. X, a heart surgeon, said, "..."*
 - As Dr. X, a heart surgeon, stated, "..."*
- ◆ When you paraphrase or summarize ideas, evidence, facts, and/or research from a source, acknowledge the source.
 - Professor Jay of Georgetown University reported that...*
 - The New York Times found out that...*
 - According to the most recent issue of Psychology Today, ...*
 - ... That information is from the British Prime Minister's office.*

1.9 Useful Transitions for Presentations

TO INTRODUCE IDEAS

I intend...
I'm going to tell you...
There are three main steps.
I will focus on three points in particular
I have three points to discuss. They are...
There are 3 reasons why I feel this way.

TO MOVE FROM POINT TO POINT

First, Second, Third
Next
Then
In the first place
Let's move to (the next part which is)...
So now we come to...
The third important point/detail...
Let me first explain...
Now let us consider...
Now we are ready to look at the next step.
Turning now to...
Now that you know..., I'm going to...

TO ADD MATERIAL

Also
And
In addition
Moreover
Furthermore
I'd like to add that
Another thing is...

TO REPEAT (FOR EMPHASIS OR CLARITY)

Again
To repeat
As I stated before
As said earlier
Once more
Let me repeat that last statement.
Let me say that in another way.

TO SHOW OPPOSITION OR CHANGE IN DIRECTION

But
However
Yet
On the other hand
Still

TO EXPLAIN OR GIVE EXAMPLES

In other words
Let me explain.
In fact
For example
For instance
To illustrate my point
Here is an of what I mean.
More specifically
To illustrate

TO SUMMARIZE OR SHOW RESULTS

Therefore
And so
So
Finally
All in all
On the whole
In short
In summary
In conclusion
We've seen that
To sum up

TO EMPHASIZE

The most important thing to remember is...
Above all, you need to know...
This is important because...
I have shown that...

1.10 Interesting Introductions

Do these introductions excite you? Do you want to listen to these presentations?

"Hello, ladies and gentlemen."

"Dear classmates and teacher,"

"Hello, my name is... and I'm going to talk about..."

"Welcome to my presentation."

"My topic is..."

This is NOT the way to begin an introduction. Here are some better strategies:

- ◆ **Interesting, provocative question(s)**
Get a few people involved. Yes/no questions are a good start to get participation, and then try going deeper. Be prepared for jokers and remain calm. Don't force anyone to answer and don't embarrass anyone.
- ◆ **Narrative**
Tell an interesting and relevant story.
- ◆ **Rhetorical question**
Ask a question to make the audience think, but don't ask for an answer.
- ◆ **Quotation**
Give a quote from a well-known or authoritative figure. And cite the source.
- ◆ **Provocative or surprising statement**
Make the audience think with a shocking fact or idea.
- ◆ **Joke**
This is risky, but if you succeed, you'll win the audience's attention.

EXERCISE 2: INTERESTING INTRODUCTIONS

Answer the following questions about each introduction below. 1) What type of intro is it? 2) Find the a) attention-getting sentence(s), b) background information, c) thesis, and d) preview of the main points.

1. There are no birds in the sky, no animals in the trees, no trees on the ground. There are no people, nowhere. Where are they all? Dead.

This is the world in thirty years if we don't stop destroying our environment. We must protect the environment, and we can do that in three ways: recycling, reducing waste, and using natural products. I will discuss each of these ways in more detail so that we can all become more involved.

2. Last night, I had a major disaster. I was washing dishes in my kitchen, and suddenly, the water in my sink started gushing out of the pipe. Water was flying everywhere! I tried to turn off the tap, but the water kept coming out. The sink filled with water, and water began spilling onto the counter, over the counter, and onto the floor. It was a huge, watery, wet mess. This mysterious water explosion stopped itself after a few minutes (before I had time to call my father in Chicago and ask him what to do). The water stopped coming, but I had water everywhere – a little swimming pool in my kitchen. Luckily, I had a solution – this sponge. In minutes, this little sponge wiped away that swimming pool. No problems, no sharks, no mess. Therefore, I would like to recommend that you buy such a sponge. You'll find that these sponges are useful, long lasting, and strong.

3. How much money do you have in your pocket?
Not enough, of course.

I, however, have full pockets because I invested my money in Ace Computer stocks. Ace Computer stocks are the best. They will make you richer as I will explain. Plus, buying Ace stocks can even give you a vote in the company.

4. "The only thing we have to fear is fear itself." So said the American president Franklin D. Roosevelt.

Well, I disagree because I have a lot to fear – snakes, war, death, and crazy people, but most especially spiders. Spiders are the scariest beings on the planet. Their size, shape, and living habits bring fear to my heart.

continued on next page

5. Fifty percent of the population of the United States is killing itself. In this room, over half of us will die sooner than necessary because there is too much fat in our meals. Research shows that a clear connection exists between our diet and life-threatening conditions such as cancer, stroke, and diabetes. The U.S. Surgeon General has stated that the best way to help prevent these diseases is to eat less fat.

Today I would like to convince you to reduce the amount of fat you eat each day. I will explain why it's important to eat a low-fat diet and then we will look at what a healthy diet looks like. What I say may save your life.

6. 8-year-old Michelle has never been to school and she doesn't own a pair of shoes. This Ugandan child has been living on the street for two years since her mother died. Michelle sleeps in a box and spends her days begging for money while her brothers look for work, often delivering drugs. Their older sister has disappeared; she has probably become a prostitute.

These children are part of the 10 million orphans in Africa today. This rise in orphans is a crisis not only for families, but also for Africa itself. In this presentation, I would like to show you how AIDS is destroying a generation. Then we will see how this not only harms Africa, but also how it is negatively affecting the rest of the world as well.

1.11 Audience Analysis

Having a successful presentation does not mean just saying all your words without mistakes. The presentation is not for the speaker; it's for the audience. It must capture the audience's attention and meet their needs and wants.

When planning your presentation, you must know who your audience is and determine what you can do to make your topic interesting. Think of how a sales presentation for toothpaste would differ for the following audiences: a small group of 5-year-old children, parents of 5-year-children, 50-year-old Finnish shopkeepers, executives of another company, and 80 20-year-old students. You need to create your presentation for your audience.

Consider the following questions as you prepare your presentation:

- ◆ How many people are in the audience?
- ◆ What are their ages? What is the average age?
- ◆ How many men and how many women?
- ◆ What are their nationalities?
- ◆ What are their native languages?
- ◆ Where are they from? the same place or different places?
- ◆ What are their jobs or positions? Are they all similar?
- ◆ Why are they attending your presentation?
- ◆ What do they already know about your topic? Are they expecting a presentation for specialists or for a general audience?
- ◆ How interested will they be in your topic – very, some, a little, or not?
- ◆ Will they support your opinion, be neutral, or be against you?
- ◆ Are they likely to be friendly, skeptical, or even mean?
- ◆ Have they ever had a presentation on this topic?

Now decide how this information will affect what you say in your presentation.

- ◆ How can you make the introduction catch this audience's attention?

- ◆ Which details would be the most effective in convincing this audience of your point of view?
- ◆ What kind of language should you use in your presentation?
- ◆ How can you keep this audience's attention with your voice and non-verbal cues?
- ◆ How can you make your conclusion meaningful and memorable for this audience? What will make them say "wow"?

Look over your outline, rewrite it, add and eliminate things until you think you have a presentation suitable and interesting for your audience.

1.12 Keeping the Audience's Interest

Here are some more tips for keeping the audience interested in your presentation.

CONTENT

- ◆ Choose a topic that has potential to be interesting to the audience
- ◆ Catch the audience's attention with a great introduction
- ◆ Have visual aids that keep the audience's attention
- ◆ Ask questions during and after your presentation
- ◆ Make your topic relevant to the audience – show how it affects them
- ◆ Give the audience new information
- ◆ Use real examples and stories
- ◆ Use the names of people in the audience
- ◆ Use humor if appropriate
- ◆ Appeal to the audience's intellect and emotions

NON-VERBAL CUES

- ◆ Show your own enthusiasm and interest in your topic
- ◆ Use variety in eye contact, gestures, facial expression, and movement to keep the audience's interest
- ◆ Respond to the audience with your eyes, gestures, face and movement

VERBAL COMMUNICATION

- ◆ Use variety in voice to keep the audience's interest
- ◆ Speak slower to emphasize things or say numbers
- ◆ Speak faster to build excitement
- ◆ Be louder to emphasize things
- ◆ Be quieter to get attention
- ◆ Use dramatic pauses before and after surprising or important ideas

1.13 Visual Aids

Visual aids, simple or complex, should serve one (or more) of these purposes:

- ◆ **Get the audience's attention**
Audiences like looking at things besides the presenter, so put important or surprising statistics/ideas on your visual aids.

- ◆ **Clarify information**

Visual aids help audiences understand your ideas better if you use them for information which is easier to explain if the audience can both see and hear it.

- ◆ **Present the outline of your presentation**

Audiences like knowing what's happening, so put a list of your main points on a visual aid so the audience can follow your presentation.

TYPES OF VISUAL AIDS (AND WHAT TO DO WITH THEM)

1. Objects (products, rocks, fruit, photos...)

- ◆ Make sure everyone can see the object at the same time. If it is too small, it's better not to use it.
- ◆ Do not walk around to show the object to each person individually. You lose the eye contact and attention of the other side of the room.
- ◆ Do not pass objects around. You lose the audience's attention.

2. Audience members

- ◆ Use them for demonstrations (if you are showing the audience how to do something, ask for a volunteer instead of doing it all yourself).
- ◆ If it's something complex, practice in advance with a chosen volunteer.
- ◆ If it's easy, choose audience members who are willing to participate.

3. Handouts

- ◆ Use them for complex information and things the audience should take home.
- ◆ Distribute handouts BEFORE the presentation if they are necessary to understand the presentation.
- ◆ Distribute handouts AFTER the presentation if they are to take home.
- ◆ Do not distribute handouts during a presentation.
- ◆ Use one page only if possible.
- ◆ Keep handouts simple so the audience doesn't look at them long.
- ◆ Label all parts so you can tell the audience exactly where to look when you speak about something.

4. Board

- ◆ Use for definitions, quick diagrams, short facts, and lists of points.
- ◆ Don't draw graphs and charts on the board. These should be more professionally done on posters or slides.
- ◆ Write on the board before the presentation if possible.
- ◆ If you must write on the board during your presentation, don't talk to the board while writing.
- ◆ Don't stare at the board. Maintain eye contact with the audience.

5. Slides

- ◆ You will learn more about PowerPoint presentations in your bachelor's degree classes, but most of the advice given below also applies to them.

6. Posters

- ◆ Use for graphs, charts, tables, diagrams, maps...
- ◆ Keep them covered until you begin to speak about them.
- ◆ The advice below mostly refers to posters.

APPEARANCE (THE VISUAL AID'S, NOT YOURS)

- ◆ **Big** – everyone can see it
- ◆ **Simple** – only one idea per visual aid
- ◆ **Titled** - a short, clear, specific title
- ◆ **Easy to understand** – everything is labeled
- ◆ **Easy to read** – writing is clear and neat
- ◆ **Minimum text** – short title and labels, few lines of text
- ◆ **Maximum pictures** – graph, chart, diagram, map, table, photo...
- ◆ **Bright** – 3-4 colors chosen to match the mood of the presentation
- ◆ **Consistent** – visual aids follow the same format

HOW TO PRESENT VISUAL AIDS

Presenting a visual aid is hard work. You must know your aid well so that you don't have to look at it much while speaking. So the best thing to do is PRACTICE!

- ◆ HIDE IT until you reach the proper point in your presentation. It could be on the wall and covered, or you can put it up when the time is right.
- ◆ After you put it up, PAUSE for 5-10 seconds to allow the audience to look at it.
- ◆ EXPLAIN it! Explain the information, its meaning, and how it supports your point. Spend time showing the significance of the information.
- ◆ Speak LOUDER and SLOWER because the audience has two things to pay attention to – you and the visual aid. REPEAT IMPORTANT IDEAS.
- ◆ USE A POINTER to point out things. GESTURE with your free hand.
- ◆ LOOK AT THE AUDIENCE, NOT THE VISUAL AID.
- ◆ KEEP YOUR BODY TURNED TOWARD THE AUDIENCE, not the wall.
- ◆ CONNECT the visual aid to what you say before and after presenting it. It is part of your presentation, not something extra.
- ◆ Some USEFUL PHRASES
 - This graph/table/diagram shows...*
 - The subject of this graph is...*
 - This column indicates...*
 - The left side shows...*
 - If you look at the poster, you can see...*
 - Studying this graph, we can predict...*
 - This clearly shows...*
 - The horizontal/vertical axis represents...*
 - The line on the graph represents the relationship between ... and ...*
 - This graph illustrates...*
 - The trend shown is...*
 - The third row shows...*
 - On the right is...*
 - As you can see...*
 - This clearly shows...*
 - Here is the...*

1.14 Note cards

Your note cards should contain your outline of words or phrases, not complete sentences. Some tips:

- ◆ Use note cards about ¼ the size of this paper (then shaky hands won't be very visible).
- ◆ Use thicker paper (so the paper stays straight).
- ◆ Write on one side of the card only.
- ◆ Number your note cards.
- ◆ Don't staple them together.
- ◆ Don't put too much on each card – that will tempt you to read the card.
- ◆ Write only what you need to remember your ideas. Stick with an outline, short phrases, and words.
- ◆ Write complete sentences only if you are going to quote a source. Then you may read your card.
- ◆ Highlight or underline ideas that you want to stress so you can see them when you're speaking.
- ◆ Write "slow down" or "pause" in the appropriate places.

1.15 Practicing Your Presentation

Practice makes perfect. Follow these steps and you will feel more confident on the day of your presentation.

- ◆ Practice with the note cards you will use during your presentation.
- ◆ Practice your whole presentation (with visual aids) every time.
- ◆ If you make a mistake, don't start over. Keep going, just as you will do in your real presentation.
- ◆ First, say your presentation out loud at a normal speed. Work on pausing, pronouncing words right, emphasizing the important ideas, and using short sentences. Do this a few times and time yourself. If your presentation is really too long, you should probably cut a few things and practice it again. If it's too short, it may be OK because you are probably speaking too fast, but try it a few times.
- ◆ Practice in front of a mirror – check your gestures and facial expression – if you can.
- ◆ Now each time you practice, practice as if it were real – stand up and move as you will during your presentation.
- ◆ Practice with a 1-person audience. Smile and enjoy yourself by changing your voice and gestures. Time your presentation.
- ◆ Practice in front of a small group of people, toys, animals... (things with eyes for eye contact) as if it were real. Do it a few times and time it.
- ◆ Finally, practice in the room where you will give the presentation. Practice walking to the front of the room and make sure your visual aids will work in the room.
- ◆ Memorize the introduction and the conclusion only. You should fully know the ideas of the rest of the presentation, but not memorize any words. Each time you say your presentation, the words will be different and you will sound natural.

1.16 Verbal Communication

1. VOLUME

- ◆ Speak louder than your normal speaking voice
- ◆ Speak louder if there is noise outside

2. RATE

- ◆ Slower is better than faster
- ◆ Speak at a pace which listeners can understand
- ◆ Remember that a presentation is not a race to finish

3. CLARITY

- ◆ Open your mouth when you speak (don't mumble)
- ◆ Lengthen vowels of words to make them clearer
- ◆ Know how to pronounce the words you use

4. RHYTHM AND INTONATION

- ◆ Speak like you're having a conversation – be natural
- ◆ Change your speed and volume
- ◆ Pause (longer than usual) between ideas
- ◆ Pause (longer than usual) after important ideas or facts
- ◆ Avoid very long pauses
- ◆ Don't say "uh" or "um" a lot (try to pause instead)
- ◆ Don't sigh
- ◆ Don't giggle

1.17 Non-Verbal Cue Tips

1. EYE CONTACT

- ◆ Communicate with the audience with your eyes
- ◆ If you can't look at eyes, look at noses (no one will know)
- ◆ Look at the left, right, and center of the room
- ◆ Choose friendly people on all sides of the classroom to focus on
- ◆ Look at each person for 2-3 seconds (not too fast or slow)
- ◆ Turn your head or your body, not just your eyes
- ◆ Don't look at the ceiling when you're thinking
- ◆ Don't look over the audience's heads at the wall
- ◆ Don't look at your visual aids
- ◆ Don't spend a long time looking at your note cards
- ◆ Don't always look at the same person
- ◆ Make eye contact when answering questions too
- ◆ Use your eyes to see how the audience is reacting to your presentation

2. GESTURES

- ◆ Use your hands to emphasize what you're saying
- ◆ Make big, natural, purposeful gestures
- ◆ Use a variety of hand movements – don't be repetitive
- ◆ Watch your hands during a normal conversation – imitate that movement during a presentation
- ◆ Hold your note cards in one hand and don't make wild gestures with them
- ◆ Don't put your hands in your pockets
- ◆ Don't put your hands behind your back
- ◆ Don't put your hands on your hips
- ◆ Don't play with objects in your hands
- ◆ Don't do distracting things (scratch, touch your face, brush your hair etc.) with your hands
- ◆ Don't make too many gestures
- ◆ Don't make meaningless gestures (that don't relate to your words)

3. FACIAL EXPRESSION

- ◆ Smile
- ◆ Show emotion with your face (not boredom). Believe what you say
- ◆ Show that you like giving a presentation and you're interested in the audience's reaction
- ◆ Don't smile if it's a sad, serious subject

4. POSTURE

- ◆ Keep your legs shoulder-width apart with weight even on both feet
- ◆ Stand up straight and tall, but not soldier-like
- ◆ If you stand in one place, don't rock side-to-side or back and forth
- ◆ Don't cross your legs

5. MOVEMENT

- ◆ Walk confidently and energetically to the front of the room
- ◆ When you finish, walk back to your seat in the same way
- ◆ Move closer to your audience if possible
- ◆ If you walk around, take at least two steps in one direction before changing directions
- ◆ Make your walking look purposeful, not just like you're wandering
- ◆ Always make eye contact with everyone, no matter where you are
- ◆ Don't walk around and around in the same circle
- ◆ Don't pace back and forth
- ◆ Don't turn your back on the audience

1.18 Language

1. VOCABULARY

- ◆ Avoid idioms, slang, clichés, and jargon
- ◆ Be sensitive to your audience – don't offend anyone
- ◆ Choose the most specific words to say what you mean
- ◆ Use well-known vocabulary that the audience will understand
- ◆ Define any possibly unknown terms for the audience
- ◆ Don't try to impress listeners with a big vocabulary

2. GRAMMAR

- ◆ Use a level of formality as if speaking to your friend's parents
- ◆ Strive for native-like English
- ◆ Use short sentences (shorter than those in written English)
- ◆ Use personal pronouns ("I, we, you") to connect with the audience
- ◆ Repeat important ideas using different words and structures
- ◆ Don't memorize sentences – speak spontaneously from well-prepared note cards and don't worry too much about grammar
- ◆ If you make a mistake and know it, correct it and move on. Don't be embarrassed and don't apologize
- ◆ Above all, make sure the audience understands you

3. PRONUNCIATION

- ◆ Review the pronunciation of difficult words before your presentation
- ◆ Put difficult-to-pronounce words on your note cards with their pronunciation

1.19 How to Have Confidence

A good presenter should have confidence (or pretend to). The audience is more likely to listen and believe presenters with confidence. So, how can you impress the audience with your confidence?

SHOW SIGNS OF CONFIDENCE

- ◆ **Knowledge** – be an expert on your topic.
- ◆ **Appearance** – dress professionally (not like a slob or sex symbol).
- ◆ **Stance** – stand up straight, shoulders back, stomach in, feet apart.
- ◆ **Eye contact** – do not be afraid to look at people.
- ◆ **Strong voice** – be loud, clear, and not ashamed of what you say.
- ◆ **Preparation** – show that you have prepared extensively.
- ◆ **Natural style** – seem spontaneous.
- ◆ **Smile** – smile when appropriate.

To achieve these things, you will need to spend time preparing and practicing your presentation. Choose a topic you are interested in and follow the advice of this guide to

prepare an exciting, organized, well-supported presentation. And then... practice, practice, practice.

Even after practicing a thousand times, you may still be nervous before your presentation. Be ready for it and try to relax.

RELAX BEFORE YOUR PRESENTATION

- ◆ Eat a light meal before your presentation.
- ◆ Don't drink alcohol and some people even advise not to have caffeine.
- ◆ Arrive early and get used to the room.
- ◆ Do jumping jacks to loosen up.
- ◆ Yawn a few times to stretch your facial muscles.
- ◆ Tighten your muscles and release them.
- ◆ Stretch your arms and legs.
- ◆ Swing your arms around.
- ◆ Breathe deeply through your nose and exhale through your mouth.
- ◆ Repeat over and over to yourself: "I'm glad I'm here and I like my presentation."
- ◆ Do NOT speak negatively about yourself or your presentation.

START YOUR PRESENTATION WITH CONFIDENCE

- ◆ If you don't feel confident, FAKE IT! No one will ever know. And you may begin to actually feel it.
- ◆ Walk confidently to the front of the room.
- ◆ Take several slow deep breaths before speaking.
- ◆ Relax your shoulders and neck.
- ◆ Stand still, look friendly, and make eye contact with 2-3 people. Smile.
- ◆ Begin your introduction, which should be attention getting and well practiced. Use short sentences and pauses (it's essential to pause!)
- ◆ Stop thinking about yourself and concentrate on the audience and their reaction to your topic.

1.20 What To Do If...

- ◆ **Your hands are shaking**
Hide them behind your back for a few seconds (but not for the whole presentation), or make bigger gestures.
- ◆ **Your voice is shaking**
Speak lower and louder, tighten your stomach muscles, and breathe.
- ◆ **You stutter/stumble/make a mistake**
Pause, relax, and begin again. The audience will forget.
- ◆ **You speak too fast**
Concentrate on pronunciation (make vowels longer) and breathing.
- ◆ **You can't gesture**
First make small gestures with your fingers until you get more comfortable.

- ◆ **You are rocking and dancing**
Start walking. Take big steps in one direction. Stop. Speak. Move again.
- ◆ **You forget what to say next**
DON'T PANIC. DON'T LAUGH. Pause, look at your well-prepared note cards, and begin again.
- ◆ **You forget the words of your presentation**
You shouldn't have this problem because you didn't memorize your presentation.
- ◆ **The audience looks confused**
Slow down, repeat what you just said, or say it in another way. You could even ask the audience a question to find out what they don't understand.
- ◆ **The audience isn't listening**
Do EVERYTHING possible to get their attention! Change your voice, make eye contact, use more gestures, walk around the room, change your content so it's more interesting, ask a question, or make the topic more personal to them.

1.21 How to Handle Questions

Questions show that the audience is interested in your topic; they are a compliment and an opportunity to have a real discussion with people interested in your ideas. The question session is also the final chance to influence your audience.

However, audience questions can be stressful, uncomfortable, and full of surprises. That's why the best way to handle audience questions is to prepare for them. This section will help you get ready for questions and give you more confidence in dealing with them. It was written with the help of Heyen & Vaughan (1994), Klepper (1994), and Sweeney (1997).

BEFORE YOUR PRESENTATION

- ◆ Make a list of questions the audience may have and how you will answer them.
- ◆ Practice presenting in front of friends and answer their questions afterward.
- ◆ Know more about your topic than just what is in your presentation. Be an expert.
- ◆ Decide when you want to answer questions – during or after the presentation?

DURING YOUR PRESENTATION

- ◆ If you want questions, encourage them by asking
Is everyone with me? Are there any comments or questions?
Please stop me at any time if you have any questions.
- ◆ If you get a question that you can't answer in your presentation or that will take too long to answer, respond positively and ask the questioner to bring it up after the presentation.
- ◆ If you don't want questions, early in your presentation say that there will be time for questions at the end.
I'll be happy to answer any questions you have at the end of my presentation.

AFTER YOUR PRESENTATION

- ◆ Invite the audience into a discussion – don't just say "Do you have any questions?"
- ◆ If you fear complete silence, ask the audience a question instead.
- ◆ Ask something that involves them – so they want to answer you.

- ◆ Be interested in the audience's reaction to your presentation. If you show interest, they will be more likely to speak.

DURING THE QUESTION/ANSWER SESSION

- ◆ Stay in control
- ◆ Be polite and don't get angry
- ◆ Avoid debates
- ◆ Think of yourself as a teacher
- ◆ Use the audience members' names if possible
- ◆ Repeat the question or paraphrase it if it's complex
- ◆ Ask for repetition or clarification if necessary
- ◆ Make eye contact with the whole audience, not just with the questioner
- ◆ Continue using good voice and body language
- ◆ Check that the questioner is happy with your answer
- ◆ At the end, thank the audience for their questions

HOW TO HANDLE SPECIFIC TYPES OF QUESTIONS

- ◆ **Yes/no question**

Don't just answer "yes/no" Add more.

I should also mention ...

We should also be discussing ...

I'd like to point out ...

I should also remind you ...

That question reminds me of something else...

- ◆ **Hostile question (critical of you or your information)**

Don't ignore the criticism (it seems as if you're accepting it).

Before I answer, I must respond to your criticism (defend yourself politely)

With all due respect, my information is different than yours (name source)

- ◆ **Challenging question (disagreeing with you)**

Find areas of agreement first – agree a little with the questioner before saying your own opinion.

- ◆ **3-4 questions at the same time**

Pick the question you're most comfortable with. Answer it. Then you could answer the other questions or politely ask what the other questions were.

- ◆ **Irrelevant or too in-depth question**

I'm afraid that's not really related. If I were you I'd discuss that with...

We can discuss that later, maybe during the break when there is time.

- ◆ **Difficult or impossible to answer question**

Treat the audience politely but make it clear that your answer is not certain.

It could be...

In my experience...

I would say...

That's hard to say, but...

I don't think I'm the right person to answer that. Perhaps ___ can help...

That's a difficult question to answer in a few short words

- ◆ **Not understood question**

Are you asking if...?

Do you mean...?

I didn't catch your question.

I'm sorry, could you speak a little louder/slower please?

Let me make sure I understand. You asked...

Sorry, I'm not sure I understood. Could you repeat the question please?

Chapter 2: The job interview

For most professional jobs, companies only hire employees after they have met the candidates in a job interview. Interviewing is an important skill to have in any language – it's about more than just using good English. Besides English language proficiency, interviews require verbal and non-verbal communication skills, self-confidence, and the ability to speak positively about oneself.

So the first step to getting a "good job" is to get an interview. To get an interview, applicants prepare a resume, a one-page summary of their qualifications for the position. A company will make its first decision – which of the many applicants to interview – by quickly reviewing all the resumes submitted. That's why a strong, clear resume is very important.

After the company checks all the resumes, it arranges an interview time with the best candidates. The interview, which could last 10 minutes or a whole day, is a chance for the company to see the real person behind the resume and a chance for the candidate to learn more about the job and company. The interviewer asks many questions, some directly related to the position and others more general and abstract, to learn more about the candidate. The candidate can also ask questions about the position; the interview is a two-way exchange of information, not an interrogation.

Because the job interview is now a common practice among companies, certain behavior and attitudes have become accepted as proper interview techniques. Read below to learn about how you, a student finishing the Intensive English Program, can have a successful job interview and get the perfect job.

2.1 Successful job interviews

1. PREPARE (early, not 10 minutes before the interview)

- ◆ Know yourself – list your career goals, future plans, strengths, weaknesses, skills, specific duties from previous jobs, and references.
- ◆ Study the job announcement and match your skills to the job requirements. Be able to speak about how and why you are well qualified for the job.
- ◆ Ask your friends and family to give you ideas and examples of your good qualities and skills.
- ◆ Be able to talk about yourself positively, honestly, and in depth.
- ◆ Think of answers to possible interview questions.
- ◆ Know the company – Research its history, products, philosophy, etc.
- ◆ Prepare questions that you have about the job or company.
- ◆ Do not arrive late!

2. LOOK AND ACT CONFIDENT AND INTERESTED

- ◆ Dress professionally (show that you care about the job).
- ◆ Smile (when appropriate).
- ◆ Make eye contact! (and don't look at your watch)
- ◆ Sit up straight (or lean forward a little) and relax.
- ◆ Use gestures and facial expressions to emphasize your points.
- ◆ Keep your hands and arms open to make you seem receptive.

- ◆ Be careful not to make nervous gestures or do other distracting things.
- ◆ Know the messages that these types of body language convey:
 - If you cross your arms, you'll seem defensive and closed.*
 - If you cross your arms and legs, you'll seem suspicious.*
 - If you put hands in your pocket, you'll seem uncertain and/or suspicious.*
 - If you shake your legs, you'll seem nervous and uncomfortable.*

3. SPEAK CLEARLY AND NATURALLY

- ◆ Remember it's a conversation not an interrogation. Be natural. And feel free to ask the interviewer questions.
- ◆ Show sincerity and interest with your voice.
- ◆ Articulate clearly and speak smoothly – no mumbling, no speed talking, no big pauses, and no "uh...um."
- ◆ Pause before giving an answer to think about and organize it.
- ◆ Don't chew gum!
- ◆ Use good English. Don't make too many grammar mistakes, avoid slang, and know the vocabulary of the position and the pronunciation of important words.

4. PROVE THAT YOU ARE THE BEST ONE FOR THE JOB

- ◆ Believe this yourself and explain why.
- ◆ ALWAYS BE POSITIVE! Highlight your strengths and skills. Do not say "I don't know" or "I'm sorry" or "I'm bad/lazy/stupid/etc."
- ◆ Be informative – speak more rather than less. Volunteer information.
- ◆ Be specific – Support general statements with deeper explanation or examples from your previous job or schoolwork.
- ◆ DON'T LIE! The interviewer will know... or will find out eventually.
- ◆ Don't just repeat your resume. Add more depth and detail.
- ◆ Do not have memorized answers. It's obvious and it seems fake.
- ◆ At the end, express interest in the job, thank the interviewer for an enjoyable time, and ask when you will hear more. Or to show more interest, ask when you can call the office for the results (and do so).

Q: WHY DO I HAVE TO DRESS UP? WHY DO I HAVE TO SMILE, MAKE EYE CONTACT, AND DO OTHER SUCH THINGS?

A: Because research shows that...

- ◆ Interviewers make decisions about you in the first 3-5 minutes.
- ◆ It will be very difficult for you to change this first opinion.
- ◆ If the interviewer does change his/her first opinion, it is more likely to go from positive to negative than from negative to positive.
- ◆ Better-dressed applicants are rated more highly.
- ◆ Applicants with more eye contact, head movement, smiles, and other positive behavior get higher ratings (Stone, 2002).

2.2 Frequently asked interview questions

Here are some of the MANY questions an interviewer could ask you. Can you think of more? Use these to practice for your job interview.

JOB QUALIFICATIONS

- ◆ **Why do you want this job?**
Show that you are enthusiastic and prepared. Show that you know a lot about the job and the company and that your skills will benefit the company.
- ◆ **Why should I hire you?**
- ◆ **In which country do you want to work? Why?**
- ◆ **How are your English skills?**
- ◆ **What qualifications do you have that relate to this position?**

GOALS/EXPECTATIONS

- ◆ **What is your ideal work environment?**
- ◆ **Besides money, what is most important to you in your job?**
- ◆ **What are your long- and short-term goals?**
- ◆ **What do you expect to do 10 years from now?**
Don't say, "I don't know." You should have some idea about what you want from your future (and if you don't, start thinking now!). The company wants to know that you are ambitious enough to make plans and that your future could fit with the company.

SELF

- ◆ **Tell me about yourself.**
Give an organized, positive answer about your education, work experience, achievements and qualifications for the job. 1-2 minutes is enough. Stay positive and don't discuss your personal life.
- ◆ **What are your greatest strengths?**
Discuss a strength that relates to the job. Don't be general; use specifics from your past work experience to show that you can use this strength.
- ◆ **What is your major weakness?**
Don't say "none." Be as positive as you can – turn a weakness into a strength or choose a weakness that is not so bad.
- ◆ **Describe your problem-solving abilities. Give an example.**
- ◆ **If you could relive your life, what would you do differently?**
- ◆ **Describe a mistake you made and what you learned from it.**
- ◆ **What are your hobbies and interests?**

EDUCATION

- ◆ **Tell me about your education.**
- ◆ **Why did you decide to study English/business?**
- ◆ **Which classes did you like best? Why?**
- ◆ **What was your most disappointing school experience?**
- ◆ **What was your most rewarding school experience?**

WORK EXPERIENCE

- ◆ **Describe your last work experience.**

Give details about your duties and the skills you used and gained. Sound confident. Don't be negative, especially about former supervisors or colleagues. This reflects badly on you, not them.

- ◆ **What did you like the most/least about your job?**
- ◆ **How do you work under pressure? Give example.**
- ◆ **Do you prefer to work alone or in a team? Give example.**
The best answer should show, with examples, that you are capable of doing both, no matter which you prefer.

LAST QUESTION

- ◆ **At the end of the interview, the interviewer may ask, "Is there anything else I should know?" or "What should I remember about you?" or something similar.**
Don't be silent; give an answer! Bring up something important about you that you weren't able to say in the interview, or just summarize your good characteristics and how they can benefit the company. Take advantage of the opportunity to make a good last impression.

CANDIDATE'S QUESTIONS ABOUT THE JOB OR COMPANY

The interviewer may ask if you have any questions about the job or the company, and during the interview, you should feel free to ask a question if it fits into the conversation. Here are some questions. Can you think of more?

- ◆ Why is this position open?
- ◆ What is the most difficult challenge of the position?
- ◆ What are some of the objectives of the position?
- ◆ What freedom would I have to set goals, deadlines, and methods?
- ◆ What do you like most about working for this company?

Q: WHY MUST I ALWAYS SAY POSITIVE THINGS ABOUT MYSELF?

A: Because

- ◆ The interviewer is evaluating how well you will fit the position offered. You need show that you have the desired qualities, not showing the interviewer how lazy, unprepared, bored, anti-social, unwise, or unmotivated you are.
- ◆ Certainly, you should always be honest, but your honest answers should reflect positively on yourself. If you have to describe a weakness, mistake, or something else that is negative, show the interviewer that you know it's negative and you are working to improve it or learn from it.
- ◆ And finally, research shows that unfavorable information has a greater effect on interviewers than favorable information (Stone, 2002). So, if you say one negative thing and 10 positive, the interviewers will remember the negative.

2.3 The Resume

A resume is a strong, concise, one-page summary of your job qualifications for a certain position; consider it "your personal sales tool" (Resume Tutor, 2002).

2.4 Content of a Resume

A resume show that you meet (and even exceed) the requirements listed in the job announcement. Present your best and most relevant skills for the job, and do not lie. Also USE YOUR OWN WORDS. Do not copy the words from another resume. To represent you well, your resume needs to be your own creation.

On the **top of the page**, include your name, address, phone number, and email address. Do not include your birthday or nationality for U.S. companies. There are various possible **sections** for a resume depending on the information you want to give. Here are some:

OBJECTIVE

Give the name of the position you want, and if you want, the level of the position (entry-level, managerial, intern...) and the field you're interested in. Employers expect you to write an objective specifically for the job you're applying for, so each resume you send will have a different objective.

EDUCATION

This section shows that you have the necessary educational background for the job. It includes your degrees, certificates, academic awards, and non-credit courses. Start with the Intensive English Program and your expected graduation date. Then go back in time and name your other schools. You could add the classes you took, exams passed, and/or the skills you acquired if they are relevant to the job. Always include the school's name and location as well as the dates you attended it.

(WORK) EXPERIENCE

This section will show the employer what you've accomplished in past jobs, which shows what you're capable of doing in your next job. If you don't have work experience, think of other activities you've been involved in which gave you experience. Be impressive, but truthful. Start with your most recent job/activity and go back in time. Include dates, your job title, the name of the company/organization, and its location.

- ◆ Use action verbs to describe your work duties and/or academic studies.
- ◆ Do not use non-descriptive phrases like "Duties were...", "Responsible for..." or "Job included...". Use REAL verbs that show your skills.
- ◆ See the box Action Verbs for a Resume for more help.

SKILLS

List skills you have that could help in a job – driving, writing, computers, typing, languages, accounting, public speaking and more. Then explain them.

COMPUTER SKILLS

If you have more than basic computer skills, create a section about them.

LANGUAGES

If you think your knowledge of languages is special, make it a separate section too. List the languages you know, how well you know them, and what you can do with them.

AWARDS (HONORS)

Have you ever received an award for anything? Write it down.

INTERESTS (ACTIVITIES, HOBBIES)

This section is optional, but it can show how well rounded you are and what other skills you have. It could also be used by the interviewer to start a conversation. But this section should be very short.

REFERENCES AVAILABLE UPON REQUEST

This could come at the end. Ideally, you will come to each interview with a list of references (people to call or email about you) for the interviewer.

SUMMARY OF QUALIFICATIONS (EXECUTIVE SUMMARY)

This section goes at the top of the resume of applicants with a lot of experience. It is a short paragraph or list summarizing your experience and abilities that directly qualify you for the position. If you have a lot of experience now, you can create one of these for the top of your resume. It catches the employers' attention and gives them a quick and easy way to determine your qualifications.

2.5 Creating a Resume

ORGANIZATION

After the objective, put the most important section first; in your case, your education is probably what most qualifies you for a job. Then, in each section (education and experience), use reverse chronological order so that the most recent school/job is written first.

FORMAT

The choice is up to you. Be creative. Do not copy the examples given here. Make a resume that not only looks professional, but also looks different from all the others. You can create your own or find a variety of resume formats on the Internet. Remember these tips:

- ◆ The resume should look **neat and organized**.
- ◆ Font, size, bolding, and italics of words should be **consistent** in each section of the resume.
- ◆ Bullets should be also be consistent, as well as **straight** and **non-distracting**.
- ◆ The whole resume should be **easy to read**, but key points should stand out.
- ◆ Make sure the resume has enough **space**. It should not look like you crammed too much information into one page. Use normal margin sizes. Put spaces between sections and sub-sections.

MECHANICS

Never make any mistakes in a resume! An employer will just throw it away. Also follow these other rules:

- ◆ **Never use first person** in a resume. Avoid "I, me, my, etc."
- ◆ Start sentences with a verb, not the word "I."
- ◆ **Use past tense verbs** for experiences in the past. Use present tense verbs only for the job/schoolwork you are doing now.
- ◆ **Edit and proofread** a few times and ask someone else to do it too.

Action Verbs for a Resume

Accomplished	Directed	Instructed	Raised profits
Achieved	Discovered	Interpreted	Recruited
Adapted	Earned	Interviewed	Recorded
Administered	Edited	Led	Reduced
Analyzed	Established	Maintained	Reorganized
Arranged	Enforced	Managed	Reported
Assembled	Equipped	Marketed	Represented
Assisted	Evaluated	Motivated	Reviewed
Budgeted	Examined	Negotiated	Researched
Built	Experienced	Operated	Served
Changed	Explained	Ordered	Separated
Completed	Facilitated	Organized	Set up
Constructed	Formed	Overcame	Sold
Cooperated	Guided	Participated	Solved
Coordinated	Headed	Performed	Succeeded
Counseled	Implemented	Planned	Supervised
Created	Improved	Prepared	Taught
Demonstrated	Informed	Prevented	Trained
Designed	Increased	Produced	Tutored
Detailed	Insured	Provided	Won
Developed	Inspired	Publicized	Wrote

2.6 Example Resumes

John E. Boy and Anna Banana have provided their resumes as examples. See the following two pages.

John E. Boy

612 Jolly Good Street ♦ Pitiful, NY 85432

(215) 654-0987 ♦ writeme@yahoo.com

OBJECTIVE seeking a responsible summer position in sales and customer service.

EDUCATION

10/04-present **University of Intelligence, Paris, France**
Progressing toward a Bachelor's Degree in Business Administration (expected 2008). Received Certificate in Intensive French Program (2004). Classes include Microeconomics and Sales Presentations.

9/00-6/04 **Rio Bravo High School, Pitiful, NY**
Diploma (1999). Earned college credit in U.S. History, Economics, and English. Studied calculus and accounting.

EXPERIENCE

10/04-5/05 **Cashier**, Ol' Patee Café, Paris, France

- Managed orders and operated cash register in busy café.
- Maintained positive customer relations.
- Prepared establishment for opening and closing.

6/04-9/04 **Shop Assistant**, Sally's Super Store, Pathetic, NY

- Sold housewares and answered customer questions.
- Developed strong communication skills.

9/03-6/04 **After-School Leader**, I hate School After School Program, Sorrow, NY

- Planned activities for 6-10-year-old school children.
- Motivated and instructed children in sports, art, and homework.

6/03-8/03 **Office Clerk**, EZ Corporation, Depression, NY

- Organized and copied files.
- Handled office phones.

COMPUTER SKILLS

Knowledge of Microsoft Word, Microsoft Windows, and PageMaker.
Experience with Internet research.

LANGUAGES

Proficient French – writing and presenting skills. Basic German.

INTERESTS

Hiking, playing the guitar, and birdwatching.

REFERENCES AVAILABLE UPON REQUEST

ANNA BANANA

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Carmichael, CA 95608
(916) 483-6512
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87 5th Street, Apt. 79
Washington, DC 11233
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EDUCATION

GEORGE WASHINGTON UNIVERSITY, Washington, DC

Bachelor of Arts, expected June 2004
Major: Economics. Minor: History

EGYPTIAN AMERICAN COLLEGE OF CAIRO, Egypt

Student during the semester of Spring 2002

EXPERIENCE

Fall 2003 **JUNIOR ACHIEVEMENT, Washington, DC**

Classroom leader

- Introduced children ages 11-12 to the fundamentals of economics
- Planned and led weekly hour-long lessons
- Designed projects such as forming mock companies and buying stocks
- Helped with other activities, from math assignments to art projects
- Eased frustration by providing support and encouragement

Summer 2003, **RIVERSIDE CAREER SERVICES, Sacramento, CA**

2002
Office Assistant

- Collected career surveys and updated hundreds of data files utilizing Microsoft Access
- Maintained employer literature and recruiting information files
- Compiled materials needed for mailing credential requests
- Performed various administrative duties

Summer 2001 **SAVE THE WHALES, Sacramento, CA**

Intern

- Researched answers to public inquiries and drafted correspondence
- Prepared grant applications and supporting materials
- Helped organized fundraising events
- Provided general office support

2000- **CARMICHAEL LIBRARY, Carmichael, CA**

2001
Student Assistant

- Shelved books and organized library's collection
- Supervised young readers during library's children's hour
- Answered patron questions about library and library materials

AWARDS

2003 George Washington Memorial Scholarship – full tuition
2001 Third Place in California State Nature Illustrators competition

SPECIAL SKILLS/TRAVEL

Microsoft Word, Microsoft Access, Netscape, and research databases, including ProQuest.
Travel throughout Europe and Egypt.

Chapter 3: Note Taking

3.1 Academic Lectures

In your bachelor's degree courses, you will attend lectures given by your instructors. All instructors will have a different style and reason for lecturing. Some of the reasons for lecturing include

- ◆ outlining information from the course textbook
- ◆ presenting information that is not in the textbook
- ◆ explaining a certain idea (from the textbook or not) in more detail
- ◆ arguing for or against opinions.

Like your presentations, most lectures have an introduction, body, and conclusion:

- ◆ The introduction should introduce a central idea as the topic of the lecture.
- ◆ The body should develop the central idea with main points. The lecturer should provide examples, definitions, explanations, specific details, and/or analysis to support these main points.
- ◆ The conclusion will most likely consist of summarizing remarks and perhaps an explanation of the significance of the day's topic.

Some lecturers will provide very organized and structured lectures, giving you an outline or handout, while others will speak more spontaneously. So sometimes the central idea and main points will be clear and easy to find, while other times it may be more difficult to follow the lecture.

Regardless of the different styles of lecturers, lectures are designed to help you learn the course material better. However, hearing a lecture once is not enough to master the material for an exam in 4 weeks. That's why **lecturers expect you to take notes – so that you can review the material later**. Note taking will give you a written reminder of the lecture, from which you can study before an exam.

3.2 First Steps to Good Note Taking

Don't wait for the instructor to tell you to take notes; come to your lectures prepared to take notes (with a pen and paper).

1. Sit in the front (you'll hear and understand more).
2. Don't sit near distracting classmates (talk to them after class).
3. Sit up straight (it will help you stay awake).
4. Ask questions if you don't understand (Instructors like this! And if you're lost, your classmates probably are too, and they'll thank you for being brave.).
5. Put the date, title of the lecture, and page numbers on your notes.
6. Don't worry about grammar or spelling. Don't erase – just keep writing.

3.3 Organizing Your Notes

Create your own note-taking system and use it every time. In this way, when you look at your notes after 4 weeks, you can still follow the lecture's organization and remember all the main points. Some tips:

- ◆ **Use lots of space**
Leave blank space in your notes so that you can add things later. Skip lines between main points so your notes will be easy to read.
- ◆ **Use an outline form**
This can be done with really organized lectures.
- ◆ **Use numbers to list important points and details**
- ◆ **Use indents**
Put the important point on the left and indent any information underneath it.
- ◆ **Underline or highlight important things**
- ◆ **Use different colors**

3.4 Knowing What to Write

You will not succeed at note taking if you try to write down every sentence that the instructor says. A good note-taker only writes down what is necessary and important (the central idea of the lecture, the main points, and the support for those points). To know what's important, you will need to pay attention to the instructor's body language and words. The following things may indicate important ideas to take notes about:

- ◆ **Gestures**
If the instructor's gestures are strong, bold, and excited, the idea is probably important.
- ◆ **Items written on the board**
Write them in your notes. You may be tested on them.
- ◆ **Long pauses**
These mean, "What I say next will be important. Get ready to write."
- ◆ **Slower speech**
This means, "I'm saying it slowly so you can write it down."
- ◆ **Louder voice**
This means, "I really really want you to hear this."
- ◆ **Emphasis on certain words**
This means, "You should know this. It's important."
- ◆ **Repetition, often prefaced with**

<i>As I said</i>	<i>As noted earlier</i>
<i>To repeat</i>	<i>Let me repeat that..</i>

This means, "I said it twice – it's important."
- ◆ **Rhetorical questions**
These are questions which instructors do not expect you to answer. Instructors will often ask questions at the beginning of the lecture and then answer them during the lecture or perhaps expect you to discover your own answer to the question. Write down the questions asked by instructors; they will often be asked again – in a future lecture or on an exam.
- ◆ **Statements about the importance of ideas, such as**

<i>This is important.</i>	<i>Basically</i>
<i>Now remember...</i>	<i>Most importantly</i>

What I'm saying is...
This means...
The main point to note is...

As you can see
You can see that...

These mean, "This IS important. You should write it down."

◆ **Lists of ideas, prefaced by**

Numbers (1st, 2nd)
It has five points.
The following 4 points...

There are several characteristics...
There are 3 things to remember: A, B, C.

These mean "I've put the information in a nice list for you to write down and study later." If you're given a list of items, you should definitely write each item, plus a short description of it, in your notes.

◆ **Words showing relationships between ideas, such as**

Cause
Consequence
Result
Because
So that
First of all

Reason
Effect
As a result
And thus
Therefore
On the other hand

These show how things relate to each other and are very important for your understanding of the topic. Instructors love to ask questions about causes and effects and why and how on tests, so get these ideas into your notes.

◆ **Words introducing examples, such as**

For example
Such as
Let me give you an example.

For instance
Like

Examples help you understand the topic better, and you may be asked to provide examples later to show your understanding of a topic. So write down a few examples given in class to help you understand the topic later.

◆ **Definitions**

The meaning of...
What is ...?
That is

A definition is...
What do I mean by ...?
In other words

If an instructor provides a definition, it's probably for a word that you will be expected to know. So write the word and its meaning.

◆ **Transitions between points**

Let's look at...
First of all
Let me start with...
Next

Let's move on to...
Second
Third
Turning to the next point

These will help you organize your notes. These transitions show that the lecturer is moving from one important idea to the next one, and you should leave a space in your notes.

◆ **Concluding remarks, often begun with**

Let me summarize.
Finally
To sum up

To conclude
At the end

The lecturer may just summarize the lecture, so you can go through your notes to make sure you have all the key ideas. However, sometimes the lecturer will use the conclusion to explain the importance of the topic or ask complex questions (that may later appear on the exam). So listen carefully and write what's said about the significance of the day's topic.

3.5 Writing Notes

Instructors can speak much faster than you can write, so even if you are good at finding only the important ideas, you still won't be able to write down every word that the instructor says. So good note taking does not require grammatically correct sentences. You need to write the important ideas quickly and briefly in a way that will be understandable to you after a month. You are the only one who must be able to understand your notes, so you can create your own style. Some tips:

◆ **Eliminate vowels**

tchrs mrktng txtbks transptn bsnss

◆ **Use word beginnings**

disadv prob Eng econ bus

◆ **Use easy-to-remember abbreviations**

intl thru pple cos/cuz incl

◆ **Create your own symbols and abbreviations**

◆ **Use words or abbreviations from your own language**

◆ **Use standard symbols** (see Exercise 1)

EXERCISE 1: NOTE-TAKING SYMBOLS. What do these symbols mean?

1) w/	8) %	15) vs.	22) <
2) w/o	9) #	16) etc.	23) ?
3) esp.	10) →	17) ca	24) =
4) ♀	11) ←	18) \$	25) ~
5) ♂	12) ↑	19) !	
6) +	13) ↓	20) @	
7) &	14) e.g.	21) >	

EXERCISE 2: WRITTEN NOTES. WHAT DO THESE STUDENTS' NOTES MEAN?

- 1) Large # of comps want more ♀ in top mgt ptns. ♀ often better at
 - A. tmblng
 - B. comm w/coworkers
 - C. findg threats to comp

- 2) 6.6m SAfrs HIV+. Offs thought only 4.5m, but new stats show 6.6

- 3) "avian influenza" = bird flu.

Spread in SE Asia dom birds (chick, duck)

Pple catch it directly from birds

Scis fear it'll soon be pple to pple → intl health crisis

- 4) ↑ house prices → ↑ spending cuz

owners feel richer → spend more

more propty turnover → pple buy new stuff for new homes

3.6 Example Notes

March 10, 2005

Conflict Management Strategies

I. Conflict = 2 grps have disagreement over goal to be achieved
(as simple as 2 diff't opinions).

II. 3 myths

- ① In grp discussn, conflict should be avoided. NO!
 - result of conf = best solution of prob.
 - encourages pple to find better way
- ② All confs. occur cuz pple don't understand each other. NO!
 - pple can understand but just disagree
- ③ All conf. can be resolved NO!
 - can't solve entire prob. Full sol. not possible

III. 2 kinds of conflict

- ① Substantive - disagree abt goals, tasks, how to achieve goals
- ② Emotional - feelings involvd, don't get along w/ personality

* can be both at same time or just one

IV. 4 levels where we experience conflict (areas in life)

- ① Intra-personal = conf. inside ourselves
 - ex. choose btwn 2 equally postve things (approach-approach conflict)
(France or Greece for vacation?)
 - ex. choose btwn 2 equally negtve things (avoidance-avoidance conflict)
 - ex. have 1 choice w/ + and - aspects (approach-avoidance)
must decide which is more imptrnt to you

- ② Interpersonal = conf. btwn 2 or more pple
both substantive + emotional

ex. 2 friends - go to pub or movie?
ex. 2 pple - don't like each other

- ③ Intergroup = conf. btwn grps
subst + emot
ex. employers vs employees
- ④ Interorganizational = conf. btwn orgztns.
vsu. subst.
ex. 2 pol. parties, labor union vs. govt (+train)

V Conflict isn't always negative

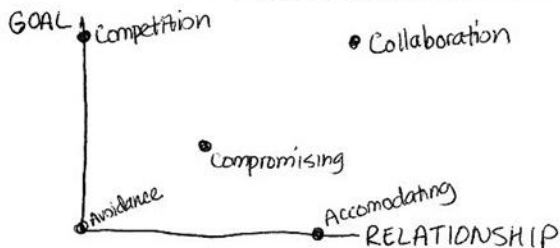
constructive conf = has + results. mgrs may encourage,
ppl learn sthg new, new solutn

destructive conf = - effects. Avoid. mgrs. must prevent it!
Don't react too late

VI Ways to Deal with Conflict (conflict mgmt techniques)

- ① Avoidance - pretend doesn't exist, don't deal, don't talk about it.
Don't care about goal or relationship
 - ② Accommodating - emphasize + not -. Look for similarities. keep harmony,
not really dealing - no confrontatn.
↑ Rel, ↓ Goal
 - ③ Compromising - find best way for both. Both give up sthg, do sthg don't want.
med. rel, med. goal
- #1-3: LOSE-LOSE STRATEGIES! Everybody loses. Conflict isn't dealt w/.
Still there + can come back.
- ④ Competition - stronger side wins. WIN-LOSE. conflict stays cuz loser angry
↑ goal ↓ rel.
 - ⑤ Collaboration - come to new agreemt, all agree. keep talk til get new idea
WIN-WIN cuz conflict goes away! all get what want, all involud
goal ↑ rel ↑

Which is more important - Relationship or Goal ?! - use this to decide strategy



- Decide in which situatn to use each.
- But everyone has natural strategy know mine!

Chapter 4: Group Discussions

A group discussion is just that – a discussion in which the whole class participates. At a university, you will encounter these often. Sometimes the instructor will actually set up discussions, while other times, students will be encouraged to participate and share their ideas with each other during a lecture.

4.1 Purpose of Discussions

Discussions in Level 6 could have several purposes:

- ◆ **Educative:** To make students better informed about a topic and give them a chance to share their information and opinions on the topic with each other.
- ◆ **Problem-solving:** To analyze and solve a problem as a group.
- ◆ **Task completion:** To work together to complete an in-class assignment.

Discussions usually take place in a circle so that it's easier to maintain eye contact with everyone and so that everyone is equal. Even if there is an instructor, moderator, or recorder, they have the same position in the discussion as everyone else.

4.2 Duties of Participants

Someone else is leading the discussion, but that doesn't mean that you don't have any responsibility. The success or failure of a discussion depends not just on the moderator, but also on the participants' ability and willingness to speak. Here are some things for you to consider before you participate in a discussion:

WHAT TO SAY

- ◆ If you know the topic in advance, then come prepared. Find out some information about the topic and think about your opinion.
- ◆ Try to answer the leader's questions.
- ◆ Respond to what other students are saying. Don't just say what you think. Relate what you think to what they said.
X said that... and I'd like to add that... Going back to what X said earlier,
- ◆ Be objective at the start. Don't begin with your decision or opinion already completely made. Be flexible and open to changing your opinion.
- ◆ However, don't be afraid to say what you think.

<i>I think</i>	<i>Well, in my opinion</i>	<i>I (strongly) believe</i>
<i>As I see it</i>	<i>I'm sure that</i>	<i>I would say that</i>
<i>I'm convinced that</i>	<i>It's clear to me that</i>	<i>It seems to me that</i>
<i>I honestly feel that</i>	<i>As far as I'm concerned</i>	
- ◆ Listen carefully to others when they speak. If you only concentrate on what you are going to say when it's your turn, your ideas may either repeat or not relate to what was said before.
- ◆ If you don't understand what others say, politely ask for more explanation.

<i>Sorry, but I didn't quite understand.</i>	<i>Sorry to interrupt, but...</i>
<i>Excuse me, but could you repeat that?</i>	<i>Could you speak a little louder?</i>
<i>Could I ask...?</i>	<i>I have a question about that.</i>
- ◆ If you disagree, or doubt what someone says, be polite. Try to find something you agree on first and then state your disagreement.

<i>Well, I'm not so sure about that.</i>	<i>I see it a little differently.</i>
--	---------------------------------------

*I can see why you think that, but...
I accept what you say about..., but...
Yes, but it seems to me that...*

*Yes, but don't you think...?
That's interesting, but...
I agree with you about..., but*

- ◆ Stay on the topic. Don't change the subject; let the moderator do that.
- ◆ Support your ideas with information or examples from your own experience.
- ◆ Don't generalize too much. Just because something happened once or you met one person like that, it doesn't mean that it always happens that way or everyone is like that. Avoid generalizations like "Everyone knows that..."

WHEN TO SAY IT

- ◆ Speaking earlier is easier than speaking later.
- ◆ If you have something to say, say it! Find a way to get your voice heard:
 - *Don't interrupt anyone*
 - *Speak when there is a pause in the discussion*
 - *Make eye contact with the moderator*
 - *Signal the moderator with your hand*

HOW TO SAY IT

- ◆ Speak in English the whole time.
- ◆ Be friendly and polite even with those you disagree with.
- ◆ Don't speak too much. Other students' ideas are important too.
- ◆ Speak in a clear, natural, conversational voice.
- ◆ Make eye contact with everyone.
- ◆ Use gestures and facial expression to support what you are saying.

4.3 Duties of the Moderator

The moderator is the leader of a discussion. That does not mean that the moderator talks a lot. On the contrary, a good moderator speaks little, only to get participants talking to one another and to keep the discussion on progress.

Here are the duties of the moderator and strategies for succeeding at these tasks.

1. TOPIC (IF GIVEN A CHOICE)

If you are assigned to be a moderator of a group discussion without advance warning, then you don't need to read this section.

If you choose your own topic, you must become an expert on the topic, knowledgeable enough to answer questions from the participants or resolve factual arguments between participants. Here's what to do before the discussion:

- ◆ Make sure the topic is advanced, interesting, and discussible. The participants should be interested in and capable of discussing it. They should have their own knowledge and/or experience with the issue.
- ◆ Do research if necessary to become an expert on the topic.
- ◆ Prepare examples, stories, and facts (but don't expect to use them all). Also bring some sources to the discussion in case you need to consult them.

2. ORGANIZATION

- ◆ Decide what the purpose of the discussion will be – are you going to solve a problem, analyze causes, determine effects, complete a task, help participants expand their thinking about a topic, or something else?
- ◆ Prepare a basic plan of how to achieve your discussion’s purpose. This should be an outline of what issues need to be discussed before coming to an end of the discussion. Remember that it can change. Don’t just write a list of questions; formulate questions during the discussion so that they will fit in.

3. OPENING THE DISUCSSION

The beginning of the discussion should introduce the topic and the purpose of the discussion. You may have to talk more here, but don’t speak too much.

- ◆ Make sure everyone understands the topic and the purpose of the discussion.
- ◆ Provide background information if necessary. It’s easier to introduce a topic with a specific story instead of just talking generally about it. Tell a story and talk about its causes and effects, and that will lead naturally to a discussion of the topic in general.
- ◆ If there is specialized vocabulary that not everyone will know, introduce it.
- ◆ Show why this topic is relevant for the audience.
- ◆ Don’t give your own opinion about the topic. Remain neutral.
- ◆ Begin with questions that are easy to answer to help the participants relax. Ask participants to explain the topic to you. Get the facts first – don’t ask scary, very open questions like “What do you think?”
- ◆ Get participants to discuss their personal experience with the topic.

4. FULL DISCUSSION OF THE TOPIC

You need to make sure that the topic is fully discussed – the participants look at all aspects (causes, effects, opinions, etc.) of the topic. However, you don’t want to create a question/answer session where you constantly ask one question, they answer, and then you ask another one. You need to get a full discussion started among the participants. Here are some strategies:

- ◆ Ask the same question to different people to get more ideas.
- ◆ If two or more people express differing opinions, get them to discuss these differences.
- ◆ Don’t ask simple yes/no questions. Get opinions or information.
- ◆ Encourage participants to support opinions with their own experiences.
- ◆ If someone makes a general statement without supporting information, ask for more information and support.
That seems like a good point. Do you have facts/examples to back it up?
Perhaps you’d like to explain/tell us...
- ◆ Ask the question “why?”
- ◆ Play devil’s advocate (question others’ opinions – on all sides of the issue).
- ◆ After someone speaks, allow a pause to give someone else time to respond.
- ◆ Ask people what they think about what someone has just said.
Any reaction to that? *Does anyone have a view on that?*
Does anyone have any comments?

5. PROGRESSION OF THE DISCUSSION

Your discussion must achieve its purpose, and it's your job to make sure that the talk keeps moving toward a solution or conclusion. When comments become repetitive or the participants get off track, you need to step in to push the discussion forward.

- ◆ Use transitions, ask a new question, or bring up a new idea or fact to move the discussion forward. Make sure you relate it to what was previously said.
Let's move on. Now that we've covered..., let's talk about...
That brings up another...
- ◆ Periodically summarize what's been said in the discussion so that you can encourage participants not to discuss those points anymore and can highlight what has not yet been answered.
- ◆ Keep everyone on topic by
 - Asking questions
 - Summarizing
 - Politely interrupting
- ◆ Clarify misunderstandings, mistaken information, or unclear comments.
Are you saying that...? In other words, what she is saying is...
Do you mean that...? If I understand you correctly, you think that...
- ◆ Try to stick with your basic discussion plan, but be flexible. Sometimes the participants may push the discussion in a direction you didn't anticipate but that is appropriate. Think on your feet about how to handle this new direction.

6. ENDING THE DISCUSSION

The discussion is over when the purpose has been achieved, everyone's ideas have been shared, and there is nothing new to add. Don't look at your watch to determine the end; as the moderator, you should lead the discussion to a natural, acceptable conclusion.

You should have discovered a solution(s), answer, or ideas that (almost) everyone can agree on. That does not mean that everyone has the same opinion; instead, they were able to find common ground on certain aspects of the topic. Lead the discussion to this point, make sure no one has anything to add, and summarize the group's findings.

Do NOT conclude a discussion by saying, "Some people think A, some people think B, and a few think C." The idea that people have different opinions about the topic is apparent from the beginning of the discussion. The purpose should not just be to hear what everyone's opinion is; there should be some analysis of the topic.

7. CONTROL OF PROBLEMS OR DISPUTES

As the leader, it is your job to ensure that the participants still follow the class rules. You must keep the conversation in English, be sure everyone listens, handle rude comments, deal with conflicts, and stop interruptions. Here is some advice:

- ◆ If someone makes a joke of the whole discussion, handle it politely but firmly.
- ◆ In disputes between participants, try to stay neutral.
- ◆ Remind the participants that disagreement is welcome, but it must be polite and respectful.

8. PARTICIPATION

The participants should do most of the talking. Here are some tips to get people talking:

- ◆ Call on people by name. However, make sure you ask something that they are capable of answering.

- ◆ Watch participants' faces and call on someone who look like he/she agrees, disagrees, or wants to say something.
I'd like to hear your opinion, X. How do you see this, X?
- ◆ Pause after you ask a question to give people time to think. Let the silence exist for a little while. Someone may become uncomfortable and speak.
- ◆ Ask the same question in another way if no one answers it.
- ◆ Make eye contact – look at someone until he/she speaks.
- ◆ Ask participants what they think about what someone just said.
What are your feelings about this?
What are your views on what X just said?
- ◆ Ask participants to talk about their own experiences.
- ◆ Look for signs of disagreement among people and try to start a small war.
- ◆ Nod and make encouraging noises when someone is speaking.
Really? Is that right? That's nice. Is it?
Mmm... How interesting. I see. Does he?

9. EQUAL PARTICIPATION

A great discussion has almost equal participation by all participants. This may not be possible with some topics, but it is a goal to strive for. The leader must encourage shy participants to speak and talkative ones to give someone else a turn.

- ◆ Call on people by name. Be polite and give them a question they can definitely handle.
X, we haven't heard from you on this point. How do you...?
- ◆ Cut off talkative dominators by politely interrupting them. Make them feel valued, not embarrassed.
You've made some interesting points. Let's hear what everyone thinks about them.
You have a lot of good ideas on this topic, but we're going to run out of time and we still haven't heard from X and Y.

10. COMMUNICATION

As usual in a speaking situation, speak loudly, slowly, clearly, naturally, and confidently. Don't be formal and don't memorize anything. Just have a conversation.

All the participants are watching you and how you act will influence them. You can use non-verbal cues to get them interested in the discussion and get them talking:

- ◆ Make eye contact with everyone.
- ◆ Use gestures to emphasize what you're saying.
- ◆ Put an appropriate expression on your face. Smile when appropriate.
- ◆ Lean forward toward the participants.
- ◆ Don't rock in your chair, fidget, or play with an object in your hands.
- ◆ Show interest in what people are saying.

4.4 Duties of the Recorder

In some discussions, particularly those in which a group must complete a task or solve a problem, one person must take notes. This person is called the recorder.

The recorder needs to write down the answers to the questions of the task and the final consensus of the group. Usually this information must later be reported to the class, so the notes must be organized and easy-to-read.

The participants should ignore the recorder's role and still have a regular discussion. They should speak to each other, not tell the recorder what to write. The recorder is also a full participant in the discussion and should only write when one issue has been resolved.

4.5 Problem-Solving Discussion

If the purpose of your discussion is to solve a problem, there are some steps you can follow to have a successful discussion.

1. Choose a situation that bothers you or doesn't seem right – something that your classmates will know about too.
2. Identify the Problem. Have participants discuss the situation - what's wrong, what they don't like, and what their own experience is. Come to an agreement on the root problem that must be dealt with. Make sure everyone understands.
3. Put the problem in the form of a question that seeks solutions. A problem cannot be stated as a yes/no question. It should be a question that has a neutral opinion about the issue. It must be specific – a real, touchable problem that you can deal with.
 - ◆ How can the sale of handguns be effectively regulated? – *yes*
 - ◆ How can we stop the sale of stupid handguns? – *no, not neutral*
 - ◆ What should government do to prevent terrorism? – *no, too general*
 - ◆ How can we stop world hunger? – *no, too general*
7. Analyze the problem. Discuss its history. Go through its causes. How serious is it? Who is affected by it? Your research as the discussion leader may be necessary here. Going through the causes will help participants think of better solutions.
8. Decide on guidelines to evaluate proposed solutions. What must a solution do? For example, a solution must be safe, affordable, and not create new problems.
9. Suggest possible solutions. Ask participants to name as many solutions as possible. Don't evaluate them – just throw them out. Have someone write them down if necessary.
10. Find the best solution. Participants should quickly eliminate logical or repetitive solutions and then evaluate the others using the guidelines. Then try to reach agreement on best option.
11. If possible, put your solution into practice or inform someone who can put it into practice.

Chapter 5: Group Presentations

5.1 Successful Group Presentations

Everything in the previous sections is important in both individual and group presentations. A group presentation is similar to an individual presentation in that you still need an effective introduction, body and conclusion; a clear thesis and main points; strong supporting details; and great visual aids. You must keep the audience's attention and use all your amazing non-verbal, verbal, and language skills.

However, a group presentation has additional requirements to be successful:

- ◆ **It should be ONE presentation, not 3-4.**
This means that each person cannot just work alone to prepare his/her own part. The group must create the whole outline together so that the presentation has a clear main idea which each part will support.
- ◆ **Each speaker should speak an equal amount of time**
You can arrange this in any way.
- ◆ **Each speaker should be an expert on the whole topic.**
Everyone should know what the others will talk about, and everyone should be able to answer any questions about the topic.
- ◆ **There should be smooth transitions between speakers.**
Speaker X's words and ideas should lead to Speaker Y's.
As Y will tell/show you *Y will explain more.*
Let's move to the second step, which Y will inform you about.
This was a tragedy. And now Y will give you more details about it.
That's one reason this is right. Y will share another with you.

Speaker Y should refer to the previous speaker X.
As X was saying *You heard from X that...*
In addition to what X has just shown you *As X explained*
Even more important than what X said *X is right, and...*
- ◆ **Each speaker should participate equally in the question/answer session.**
- ◆ **Non-speaking group members must be quiet and attentive.**
They must not draw the audience's attention when another group member is speaking.
- ◆ **The group will receive a group grade.**
Some instructors give the same mark to all members of the group. Some instructors evaluate students individually on non-verbal cues and verbal communication, but give a group grade for everything else. So the group needs to work together, practice, and rely on each other.

Besides having additional requirements, group presentations also have advantages over individual ones:

- ◆ More minds mean more knowledge and more ideas. Everyone has a different way of thinking, so brainstorming will result a variety of good ways to present the information.
- ◆ Groups can maximize members' strengths and minimize their weaknesses by assigning members to do what they are best at. After your individual presentations, you should all know your strengths and weaknesses, so take advantage of this knowledge.

- ◆ Groups can be more creative than individuals in presenting the information. Besides giving a straightforward presentation, groups can also
 - *role-play situations*
 - *demonstrate behavior*
 - *offer a panel discussion*
 - *conduct interviews*
 - *debate the sides of an issue*
- ◆ It is possible to add such creative items and still give an organized, informative, professional presentation.
- ◆ Groups can help each other. If one speaker is struggling, the others should know the presentation well enough to step in and save him.
- ◆ Groups can keep the audience's attention better. Non-speaking members can model good listening for the audience. They can watch the audience for signs of disinterest or misunderstanding (and then do something about it when it's their turn to speak).

5.2 Debates

A debate is a special kind of group presentation in which two individuals or groups argue for different sides of a controversial topic within a timed structure. The goal of the debate is to win the argument by convincing the audience that your point of view is more valid than the other side's. Success requires quick and logical thinking, well-structured arguments with supporting evidence, persuasiveness, confidence, and attentive listening. Most importantly, success requires awareness of the audience; the audience will vote for the winners, so each debater must stay focused on the audience.

DEBATE TOPICS

The debate topic (a resolution) is a clear statement of opinion. The PRO or affirmative team argues for the resolution, while the CON or negative team argues against it. Some example resolutions:

- ◆ Despite its human rights record, China was the right choice for the 2008 Olympics.
- ◆ Animal organs should be used for human transplants.
- ◆ Important utilities such as water, gas and electricity should be under government ownership.

Remember that there is no "right" or "wrong" side to the resolution – both sides have valid arguments. So your goal is not to convince the audience that the other side is "wrong," but rather to show that your side is "more right."

DEBATE STRUCTURE

Below you can see the structure of a debate. Each section has a strict time limit and the moderator will call "stop" if a speaker goes over the limit.

The moderator briefly introduces the topic to the audience. Then the Pro team presents its Opening Arguments; this is a practiced, extemporaneous presentation of the logical arguments and supporting evidence for its side. The Con team then has a chance to question the Pro team about what it has said. Then the Con team gives opening arguments and the Pro team asks questions. There is a five-minute break to prepare the next impromptu speech – a rebuttal, or attack of the other teams' arguments. After the audience has a chance to ask questions, each team then gives an impromptu conclusion to emphasize its points to the audience.

Moderator: Introduction of topic
PRO: Arguments (7-10 minutes)
CON: Cross examination (Con questions Pro) (3 minutes)
CON: Arguments (7-10 minutes)
PRO: Cross examination (Pro questions Con) (3 minutes)
Break (5 minutes)
CON: Rebuttal (4 minutes)
PRO: Rebuttal (4 minutes)
Audience: Questions
PRO: Conclusion (2 minutes)
CON: Conclusion (2 minutes)

OPENING ARGUMENTS

This is an extemporaneous presentation of your opinion about the resolution, so you should prepare it in advance. Most likely, your presentation will have these components:

- ◆ **Introduction:** attention-getting, background about topic, definition of terms if necessary, main arguments, thesis
- ◆ **Body:** Each argument should be a different point of your speech. Present the strongest arguments you have for your side. Make your claim, use logical reasoning to explain it, and use examples, facts, and other evidence to support it. Focus only on your reasons (don't respond to the other side yet).
- ◆ **Conclusion:** Re-state your thesis and your arguments and end with a "wow!"

Throughout this presentation, use your voice, non-verbal cues, and visual aids to keep the audience's interest and emphasize your most important points. Don't overwhelm the audience with too much information.

- ◆ **Pre-Debate Preparation:** Know the topic well. Brainstorm all the possible arguments, choose the best ones, organize them, find support for all of them, and make an outline. Transfer the outline onto note cards and create visual aids. Then practice this 7-10-minute extemporaneous presentation so that you use all those minutes effectively. **DO NOT WRITE SENTENCES AND DO NOT MEMORIZE!!!!** Practice, practice, practice. Practice with your team so that you can critique each other.

CROSS-EXAMINATION: QUESTIONS

You have a chance to ask questions regarding the Opening Arguments just given by your opponent. You may ask any questions, but it is a good idea to clarify any confusing points made by the other side. You may also use your questions to highlight the other team's weak points (push them to support and justify their weak arguments) and even try to get them to agree with you about some things.

During the other team's Opening Arguments, take notes of their main arguments so that you can question them on these. Also note any questionable statements which you can disprove or at least create doubt about in the audience's minds.

When asking questions, you cannot make long statements of your opinion. You must ask short questions and give the other team a chance to respond. Refer to what the other team said in their Arguments so that the audience can follow your attack.

In your speech, you pointed out that.... But...question?
You stated that...; however, don't you think that...?
As you said, ..., but what about...?

The moderator will stop you if you do not form questions. Also, do not attack the person here, just the arguments.

- ◆ **Pre-Debate Preparation:** Try to think of possible arguments the other team might use. Prepare as many questions as you can to hurt these arguments. You may be able to use some of these questions in the cross-examination. However, you will also need to be impromptu and ask questions that you create while listening to the other team's Opening Arguments.

CROSS-EXAMINATION: ANSWERS

You need to answer your opponents' questions calmly and rationally. Don't answer "I don't know," "Yes, or "You're right." The other team is hoping for this. Also avoid one-word answers. Always explain your answers and take your time. Repeat supporting details from your first speech, but also have more support ready to introduce if necessary.

- ◆ **Pre-Debate Preparation:** Think of questions that the other team might ask you and prepare possible responses. Also gather extra support (beyond what is in your Opening Argument speech) which you can bring up in this session.

BREAK

You have five minutes to prepare the rebuttal speech. It is an impromptu presentation based on what your opponents have said. Look at your notes from their Opening Arguments and the Cross-Examination and try to cover all of their points in your refutation speech.

REBUTTAL

The goal of this speech is to attack the other team's arguments (and gain back any dignity that you lost in the question session). Don't bring up any of your own new arguments here; instead, go through the other team's arguments and explain why they are wrong, weak, doubtful, and/or illogical.

Organize this like any impromptu presentation:

- ◆ **Introduction:** very short and quick, with a thesis (your opinion)
- ◆ **Body:** Each point will be an argument from the other side. State your opponents' argument clearly and then refute it. Explain why that argument is weak, wrong, doubtful, or illogical and use evidence to support this. Do this for each of the other team's arguments and show that your arguments are stronger.
- ◆ **Conclusion:** Strong. End with an emphasis on your opinion and your strongest arguments.

Use ALL the time provided. If you end early, your arguments seem weak. So keep talking. If you reach the end of your refutation, then just explain your own side's arguments again.

- ◆ **Pre-debate preparation:** While this is an impromptu speech, it is possible to prepare a little. Before your debate, think about what the other team's arguments might be and prepare arguments against them. Then you won't have so much thinking to do during the debate. But be ready for a surprise argument from the other team too.

AUDIENCE QUESTIONS

Anyone from the audience, including your instructor, is free to ask questions during this time. Questions may be directed at both teams or only at one team, but both sides will

be allowed to respond to the question. The moderator will limit the amount of time for responses.

Remain calm, rational, polite, and in control. This is your chance to interact with the most important person in your presentation – the audience.

CONCLUSIONS

This is a short impromptu speech (still with an introduction, body, and conclusion) – mostly a summary of all your arguments. It is the last chance to influence the audience. You should reduce your arguments to a few key issues that you want the audience to focus on when deciding the winner. Don't overwhelm them with information, but try to use all 2 minutes. If you end early, it seems like you don't have enough arguments. Make a strong, memorable speech. Also, if your side received any damage during the Audience Questions, you need to fix it here.

- ◆ **Pre-Debate Preparation:** You can certainly prepare a short summary of your key arguments before the debate, but a memorized speech will not work here. You will need to react to what has been said earlier in the debate to remind the audience what was said.

DEBATE RULES (VIOLATIONS WILL RESULT IN PENALTIES!)

- ◆ You may not speak until it is your turn.
- ◆ You must stop speaking when the moderator says "Stop."
- ◆ Do not interrupt others.
- ◆ Do not raise your voice.
- ◆ Do not insult your opponents personally.
- ◆ Do not whisper while another speaker is talking.
- ◆ All team members should speak an equal amount of time.
- ◆ Cite the source of all evidence used in your debate. Naming the source gives the evidence credibility.

*This information comes from ...
Research done by ... shows that...*

*As... stated,
According to...*

TIPS FOR SUCCESS

- ◆ Take care with the amount of time you have. Practice beforehand.
- ◆ Dress professionally.
- ◆ Be confident, polite, poised, friendly, and always in control.
- ◆ Make sure your opinion is clear at the beginning and end of every speech.
- ◆ Take notes during the debate.
- ◆ Listen carefully to the opposition. You must challenge all their points.
- ◆ Have support for all your statements. Anybody can have an opinion but logical reasoning and evidence are needed to win a debate.
- ◆ Use words that the audience can understand.
- ◆ Remember who the most important person in your presentation is – the audience!

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