OUMH1303
ENGLISH FOR ORAL COMMUNICATION
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Course Guide

Table of Contents

Topic 1  Communication: An Overview  1
  1.1  What is Communication?  2
    1.1.1  Defining Communication  3
    1.1.2  Types of Communication  5
    1.1.3  The Purposes of Communication  8
  1.2  Models of Communication  9
    1.2.1  Linear Model  9
    1.2.2  Interactive Model  10
    1.2.3  Transactional Model  10
  1.3  Forms of Oral Communication  12
    1.3.1  Intrapersonal Communication  13
    1.3.2  Interpersonal Communication  13
    1.3.3  Small Group Communication  14
    1.3.4  Public Communication  14
    1.3.5  Mass Communication  15
    1.3.6  Corporate Communication  15
    1.3.7  Intercultural Communication  15

Summary  17
Key Terms  18
References  18

Topic 2  Oral Communication: Some Basic Principles  19
  2.1  Principles of Oral Communication  20
    2.1.1  Listening Skills  20
    2.1.2  Speaking Skills  24
  2.2  Why We Need Good Oral Communication Skills  29
    2.2.1  Building Friendships  29
    2.2.2  Knowledge Acquisition  30
    2.2.3  Developing Workplace Competencies  30
  2.3  Roles of Speaker and Listener  31
    2.3.1  Evaluate the Situation  31
    2.3.2  Understand Needs  32
    2.3.3  Use Interpersonal Skills  33
  2.4  Interference in Communication  35
    2.4.1  Physical Interference  35
    2.4.2  Physiological Interference  36
### Table of Contents

#### 2.4.3 Psychological Interference  36  
#### 2.4.4 Semantic Interference  36  
**Summary**  37  
**Key Terms**  38  
**References**  38  

#### Topic 3  **Active Listening Skills**  39  
3.1 Need for Active Listening  39  
3.2 Tips for Active Listening  40  
3.3 Implicit Listening: Comprehension of Speaker Intention  43  
3.4 Listening for Emotive or Persuasive Language  47  
3.5 Listening for Speaker Bias and Stereotype in Messages  48  
3.6 Listening for Enjoyment  50  
**Summary**  51  
**Key Terms**  52  
**References**  52  

#### Topic 4  **Listening in Formal/Academic Contexts**  53  
4.1 Different Purposes in Listening  54  
4.2 Listening For Sequence in Ideas  59  
4.3 Listening For Specific Language Cues to Understand Facts and Opinions  
   4.3.1 Facts  61  
   4.3.2 Opinions  62  
4.4 Listening for Meaning from Intonation  67  
   4.4.1 Falling Intonation  67  
   4.4.2 Rising Intonation  68  
4.5 Listening for Comprehension from Complete Discourse  74  
   Rather than from Isolated Words: How to Take Notes  
**Summary**  82  
**Key Terms**  82  
**References**  82  

#### Topic 5  **Speaking: Speech Training**  83  
5.1 Pronunciation  84  
5.2 Tips on How to Improve Your Pronunciation  90  
5.3 Enunciation  92  
5.4 Stress  96  
5.5 Intonation  100  
   5.5.1 Grammar and Intonation  101
<table>
<thead>
<tr>
<th>Topic 6</th>
<th>Speaking in a Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.2</td>
<td>Intonation and Attitude</td>
</tr>
<tr>
<td>5.6</td>
<td>Rhythm</td>
</tr>
<tr>
<td>5.7</td>
<td>Voice Modulation and Projection</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Key Terms</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 7</th>
<th>Group Interaction Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Asking and Responding to Questions</td>
</tr>
<tr>
<td>7.1.1</td>
<td>Different Ways of Asking Questions</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Purpose of Questions and Responding to Them</td>
</tr>
<tr>
<td>7.2</td>
<td>Expressing Opinions, Agreeing and Disagreeing</td>
</tr>
<tr>
<td>7.2.1</td>
<td>Suitable Expressions</td>
</tr>
<tr>
<td>7.2.2</td>
<td>Analysing the Conversation</td>
</tr>
<tr>
<td>7.3</td>
<td>Negotiating</td>
</tr>
<tr>
<td>7.4</td>
<td>Arguing and Conceding</td>
</tr>
<tr>
<td>7.5</td>
<td>Turn-Taking</td>
</tr>
<tr>
<td>7.5.1</td>
<td>Signals</td>
</tr>
<tr>
<td>7.5.2</td>
<td>Making Everybody Active</td>
</tr>
<tr>
<td>7.6</td>
<td>Explanation and Justification</td>
</tr>
<tr>
<td>7.6.1</td>
<td>Ways to Support and Justify Your Opinions</td>
</tr>
<tr>
<td>7.6.2</td>
<td>Helpful Phrases to Show Support</td>
</tr>
<tr>
<td>7.7</td>
<td>Interrupting and Expressing Disagreement</td>
</tr>
</tbody>
</table>
7.7.1 Useful Phrases to Interrupt With 153
7.7.2 Useful Phrases to Express Disagreement 153
Summary 157
References 158

Topic 8 Public Speaking 159
8.1 The Importance of Public Speaking 160
  8.1.1 Improve Your Social Skills 160
  8.1.2 Improve Your Academic and Professional Skills 160
  8.1.3 Improve Your Public Speaking Skills 160
8.2 How to Build Confidence in Public Speaking 162
  8.2.1 Change the Way You Think 162
  8.2.2 Systemic Desensitisation 163
  8.2.3 Skills Training 163
  8.2.4 Prepare and Practise Your Speech 163
  8.2.5 Relaxation Techniques 163
  8.2.6 Gain Experience 163
8.3 Tips for Giving an Effective Speech 165
  8.3.1 Appearance 165
  8.3.2 Body Language 165
  8.3.3 Voice 166
8.4 Different Types of Speeches 168
  8.4.1 The Informative Speech 168
  8.4.2 The Persuasive Speech 169
  8.4.3 The Negotiation Speech 170
  8.4.4 The Argumentative Speech 172
Summary 175
Key Terms 176
References 176

Topic 9 Preparing an Oral Presentation 177
9.1 Input and Output 178
  9.1.1 Occasion for the Speech 178
  9.1.2 The Audience 178
  9.1.3 The Setting 179
9.2 Determining the Purpose and Topic 183
  9.2.1 Determine the Aim 183
  9.2.2 Determine the Objectives 183
9.3 Collecting Material 186
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3</td>
<td>Information Resources</td>
<td>186</td>
</tr>
<tr>
<td>9.3</td>
<td>Life Experience</td>
<td>186</td>
</tr>
<tr>
<td>9.3</td>
<td>Adapt Material</td>
<td>186</td>
</tr>
<tr>
<td>9.3</td>
<td>More is Best</td>
<td>186</td>
</tr>
<tr>
<td>9.4</td>
<td>Structuring the Oral Presentation</td>
<td>187</td>
</tr>
<tr>
<td>9.4.1</td>
<td>Why Structure is Important</td>
<td>188</td>
</tr>
<tr>
<td>9.4.2</td>
<td>Basic Procedures</td>
<td>188</td>
</tr>
<tr>
<td>9.4.3</td>
<td>Main Ideas</td>
<td>188</td>
</tr>
<tr>
<td>9.4.4</td>
<td>Sequencing of Main Ideas</td>
<td>188</td>
</tr>
<tr>
<td>9.4.5</td>
<td>Outlining The Material</td>
<td>189</td>
</tr>
<tr>
<td>9.4.6</td>
<td>Wrtting Out the Presentation</td>
<td>189</td>
</tr>
<tr>
<td>9.5</td>
<td>Using Visual Aids</td>
<td>193</td>
</tr>
<tr>
<td>9.5.1</td>
<td>The Need for Visual Aids</td>
<td>193</td>
</tr>
<tr>
<td>9.5.2</td>
<td>Examples of Visual Materials</td>
<td>194</td>
</tr>
<tr>
<td>9.5.3</td>
<td>Guides for Using Visual Aids</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>Key Terms</td>
<td>200</td>
</tr>
<tr>
<td>10</td>
<td>Making an Oral Presentation</td>
<td>201</td>
</tr>
<tr>
<td>10.1</td>
<td>Introducing the Topic</td>
<td>202</td>
</tr>
<tr>
<td>10.2</td>
<td>Presenting the Content</td>
<td>204</td>
</tr>
<tr>
<td>10.2.1</td>
<td>A General Outline</td>
<td>205</td>
</tr>
<tr>
<td>10.2.2</td>
<td>The Actual Presentation Itself</td>
<td>205</td>
</tr>
<tr>
<td>10.3</td>
<td>Giving the Conclusion</td>
<td>207</td>
</tr>
<tr>
<td>10.4</td>
<td>Inviting Participation</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Key Terms</td>
<td>211</td>
</tr>
</tbody>
</table>
COURSE GUIDE DESCRIPTION
You must read this Course Guide carefully from the beginning to the end. It tells you briefly what the course is about and how you can work your way through the course material. It also suggests the amount of time you may need to spend in order to complete the course successfully. Please refer to this Course Guide from time to time as you go through the course material as it will help to clarify important study components or points that you might miss or overlook.

INTRODUCTION
OUMH1303 English for Oral Communication is designed to acquaint learners with important communication strategies for formal and academic interactions. The discussion also touches on listening in non-academic context and for enjoyment. This course will provide learners with the foundation for skills that will be further enhanced in other courses as they progress in their programme of study at OUM.

This course guide is prepared to give learners a clear picture of the overall content of this module.

COURSE AUDIENCE
This is a compulsory course for all students of OUM. As an open and distance learner, you should be prepared to learn independently and able to optimise the learning modes and environment available to you. Before you begin this course, please read through the course material and understand the course requirements and how the course is conducted.

STUDY SCHEDULE
It is standard OUM practice that learners engage in 40 study hours for every credit hour. As such, for a three-credit hour course, you are expected to engage in 120 study hours. Table 1 gives an estimation of how the 120 study hours could be accumulated.
Table 1: Estimation of Time Accumulation of Study Hours

<table>
<thead>
<tr>
<th>Study Activities</th>
<th>Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly go through the course content and participate in initial discussions</td>
<td>3</td>
</tr>
<tr>
<td>Study the module</td>
<td>60</td>
</tr>
<tr>
<td>Attend 3 to 5 tutorial sessions</td>
<td>10</td>
</tr>
<tr>
<td>Online Participation</td>
<td>12</td>
</tr>
<tr>
<td>Revision</td>
<td>15</td>
</tr>
<tr>
<td>Assignment(s), Test(s) and Examination(s)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Study Hours Accumulated</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**LEARNING OUTCOMES**

By the end of this course, you should be able to:

1. Demonstrate the use of specific skills and strategies required in oral communication; and

3. Apply these skills and strategies in social as well as formal and academic interactions.

**COURSE SYNOPSIS**

This course is divided into 10 topics. The synopsis for each topic is listed as follows:

**Topic 1 – Communication: An Overview**

Topic 1 gives you an overview of communication in general, including what communication is all about, the types and purposes of communication, etc. You will be introduced to three models of communication – the linear, interactive and transactional models. This topic also covers different forms of communication
including interpersonal, intrapersonal, small group, mass, public, corporate and cross-cultural communication.

**Topic 2 – Oral Communication: Some Basic Principles**
Topic 2 outlines some basic principles in oral communication. It also explains the role of speakers and listeners in the communication process and identifies the types of interferences that can cause a breakdown in communication.

**Topic 3 – Active Listening Skills**
In this topic, learners are introduced to active listening techniques such as listening to comprehend speaker intent, understand emotive and persuasive language, detect speaker bias and for sheer enjoyment. The aim is to enhance learners’ skills for successful listening in academic and non-academic contexts as well as for enjoyment.

**Topic 4 – Listening in Formal / Academic Contexts**
Listening in formal and academic setting often requires listening to and understanding long stretches of discourse. This process requires knowledge of specific skills in order to discern the main ideas from the trivial details. This topic covers the different purposes of listening, listening for sequence of ideas, listening for specific cues to understand facts and opinions, listening for meaning from intonation, and listening for comprehension in long stretches of discourse.

**Topic 5 – Speaking: Speech Training**
Speaking is a skill that needs to be developed and practised independently of the grammar curriculum. In face-to-face communication, many aspects contribute to how the message is delivered and understood. This topic covers all the aspects of speaking such as how to pronounce words clearly, enunciate them well, employ correct intonation as well as word and sentence stress, and employ rhythm and voice projection.

**Topic 6 – Speaking in a Social Context**
In everyday life, we interact with people. This requires us to seek information by asking and answering questions, and making suggestions and recommendations. In this topic, learners will be guided along to learn interactive skills to convey meaning accurately, use words appropriately and speak politely.

**Topic 7 – Group Interaction Skills**
Topic 7 highlights techniques that will help learners participate actively in meetings and group discussions. It emphasises techniques for asking questions politely and responding to them appropriately; for expressing, agreeing and disagreeing with opinions; for putting forth arguments and conceding, etc.
Learners will also be introduced to turn-taking in group discussions, and taught to explain and justify opinions as well as to interrupt and express disagreement.

**Topic 8 – Public Speaking**
In this topic, learners will learn about the importance of public speaking and get tips on how to effectively deliver a speech. They will also be introduced to four different types of speeches, that is, the informative, persuasive, negotiation and argumentative speech.

**Topic 9 – Preparing an Oral Presentation**
It is very important that the presenter makes initial preparations before presenting a paper. In this topic, learners will be exposed to these initial preparations such as analysing the audience, determining the purpose, gathering materials, organising and writing main ideas and preparing visual aids.

**Topic 10 – Making an Oral Presentation**
Topic 10 describes the important steps that one takes when giving a speech or oral presentation. It also offers tips on how to confidently deliver an oral presentation.

By the end of this course, learners will be able to apply the knowledge and skills that they have learnt in this module academically, socially and professionally.

**TEXT ARRANGEMENT GUIDE**

Before you go through this module, it is important that you note the text arrangement. Understanding the text arrangement should help you organise your study more objectively and effectively. Generally, the text arrangement for each topic is as follows:

**Learning Outcomes:** This section refers to what you should achieve after you have gone through a topic. As you go through each topic, you should frequently refer to the given learning outcomes. By doing this, you can continuously gauge your progress in learning the topic.

**Self-Check:** This component of the module is inserted at strategic locations throughout the module. It is inserted at the end of one sub-section or sometimes a few sub-sections. It usually comes in the form of a question that may require you to stop your reading and start thinking. When you come across this component, try to reflect on what you have already gone through. As you attempt to answer the question, you should be able to gauge the extent you have understood what you have just read.
Activity: Like Self-Check, activities are also placed at various locations or junctures throughout the module. Compared to Self-Check, Activity can appear in various forms such as questions, short case studies, an observation or research. Activity may also ask for your opinion and evaluation of a given scenario. When you come across an Activity, you should try to reflect on what you have gathered from the module and apply it to real situations. You should engage yourself in higher order thinking where you might be required to analyse, synthesise and evaluate instead of just having to recall and define.

Summary: You can find this component at the end of each topic. This component helps you to recap the whole topic. By going through the summary, you should be able to gauge your knowledge retention level. Should you find points inside the summary that you do not fully understand it would be a good idea for you to revisit the details in the text.

Key Terms: This component can be found at the end of each topic. You should go through this component so as to remind yourself of important terms or jargon used throughout the topic. Should you find terms here that you are not able to explain, you should look for the terms in the text.

References: References is where a list of relevant and usually useful textbooks, journals, articles, electronic contents or sources can be found. This list can appear in a few locations such as in the Course Guide (at References section), at the end of every topic or at the back of the module. You are encouraged to read and refer to the suggested sources to get the additional information needed as well as to enhance your overall understanding of the course.

PRIOR KNOWLEDGE

The OUMH1303 English for Oral Communication course is generally offered in the first semester of studies at OUM. Therefore, this course does not require you to have acquired any prior knowledge from courses offered in OUM.

ASSESSMENT METHOD

Please refer to MyLMS.
Public speaking is one skill that can really help you if you wish to perform well in today’s world. In a way, a speech can be viewed as an enlarged conversation as the skills involved are similar to those we use in everyday conversation. There are, however, some differences. For one thing, making a speech requires more preparation. Then, you need to speak for a longer period of time. Turn-taking in public speaking is also delayed because the listeners listen to you at length and only provide feedback when you pause, or at the end of your speech. The role of public speaking in professional life is more evident in some occupations than in others. If you are an educator, lawyer, community leader or salesperson, then public speaking will be a routine part of your job. Even people in other professions will find that at one time or other, they may be called upon to make public speeches.
THE IMPORTANCE OF PUBLIC SPEAKING

The importance of public speaking is that it improves your:

- Social skills;
- Academic and professional skills; and
- Public speaking skills.

8.1.1 Improve Your Social Skills

Public speaking can be a training ground for you to improve your social skills. You may learn to conquer your fear of speaking in front of an audience, boost your self-confidence and project yourself better in diverse situations. Very often, an effective speaker exerts a dynamic hold on an audience and can be very persuasive. A good speaker is usually sensitive to audience needs and reactions, so you also learn to be a good listener who is mindful of verbal and non-verbal feedback.

8.1.2 Improve your Academic and Professional Skills

Public speaking can also enhance your academic and professional abilities. You will learn to be:

- A persuasive and effective communicator;
- More confident and able to project a positive self-image to others;
- More critical when analysing arguments and information given to you; and
- Able to respond appropriately to criticisms and arguments.

8.1.3 Improve Your Public Speaking Skills

Even if you are not a born orator, you can definitely learn to be a better speaker than you already are. With the right training, you can overcome feelings of self-consciousness and fear of speaking at length to an audience.

Public speaking skills will help you become more confident, charismatic and influential. You will also learn to be more adept at reaching out to various types of people as you tailor your speech to the needs of different audiences.
The training will also enhance your leadership skills as you will learn to present your views and convince and sway your audience, all without causing offence or slight to any group of people. This is especially important in a multi-cultural society like ours.

**SELF-CHECK 8.1**

Public speaking will help you to improve the following skills:

- ________________
- ________________
- ________________
- ________________

**ACTIVITY 8.1**

How Do You Rate?

Find out how apprehensive you are of public speaking. Complete the questionnaire below by rating to what extent you think each statement applies to you, using the given scale:

<table>
<thead>
<tr>
<th></th>
<th>1: strongly agree</th>
<th>2: agree</th>
<th>3: not sure</th>
<th>4: disagree</th>
<th>5: strongly disagree</th>
</tr>
</thead>
</table>

_____ 1. I am not afraid of giving a speech.

_____ 2. Some parts of my body feel tense when I am giving a speech.

_____ 3. I am completely at ease when giving a speech.

_____ 4. I feel confused and tied up in knots when I am giving a speech.
5. I feel confident at the prospect of giving a speech.

6. While delivering a speech I become so nervous that I forget some things that I’m supposed to say.

**How did you score?**

Compute your score in this way:
*Add scores for items 1, 3 and 5.*
*Subtract scores for items 2, 4 and 6.*
*Add 18 to the total to get your score.*

If your score is below 18, it means that you are not apprehensive about public speaking. Any score above 18 indicates some degree of apprehension. The higher your score, the more apprehensive you are.

If you score above 18, read on for suggestions to help you overcome your fear of public speaking. And if your score is below 18, read on as there are lots of tips to help you become an even better speaker.


### 8.2 HOW TO BUILD CONFIDENCE IN PUBLIC SPEAKING

Many speakers suffer from some degree of nervousness and anxiety before they speak to an audience. There are many ways to try and alleviate this. Below are some suggested techniques. Try them out and see which ones work best for you.

#### 8.2.1 Change the Way You Think

Think positively and do not be intimidated by other speakers. Build your confidence through careful preparation. Make use of a positive visualisation process to reduce anxiety. Go through a positive public speaking experience in your mind or enlist the help of someone who can guide you. This technique has helped many people. Banish any thoughts of inferiority or failure from your mind and focus only on one thought: “I can do it.”
8.2.2 Systemic Desensitisation

Systemic desensitisation is used to treat many fears. It focuses on reducing the physical symptoms related to anxiety associated with any event, and teaches people how to relax. The aim is to associate feeling good and relaxed with communication situations.

8.2.3 Skills Training

Apprehension arises if you feel that you lack the necessary skills, so go for skills training if you feel that you will benefit from it. Skills training in public speaking will teach you ways to organise ideas as well as prepare and deliver speeches. Learning more about oral presentation skills will also help you feel confident about giving speeches.

8.2.4 Prepare and Practise Your Speech

There is nothing like making careful preparations for your speech and then practising many times. The worst thing you can do is to just memorise your speech. What you should do is to remember the main points, write down notes on cue cards, and express what you have to say naturally. Get family or friends to listen to you. Practise your speech on them and get feedback.

8.2.5 Relaxation Techniques

Many relaxation techniques can be used to help you release tension when you are about to give a speech. A simple one is to breathe deeply and then exhale slowly. You can also close your eyes and roll your head slowly to relax when you are still backstage.

8.2.6 Gain Experience

It is natural that speakers feel nervous before they make a speech. The best way to minimise fear or anxiety is to get as much public speaking experience as you can. With experience, your initial fears will give way to comfort, confidence and even enjoyment.
SELF-CHECK 8.2

State six ways by which you can overcome your fear of public speaking:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

ACTIVITY 8.2

Carry out the following activity at home.

Follow these instructions in order to experience systemic desensitisation. This theory proposes that you overcome fear by adapting to a situation gradually, exposing yourself in stages, from lesser to greater versions of the thing that you fear.

Below is a suggested hierarchy of activities that you can engage in to overcome your fear of public speaking.

5. Delivering a speech in front of an audience.
4. Introducing a speaker to an audience.
3. Speaking in a group in front of the class at a tutorial.
2. Answering a question during a tutorial session.
1. Asking your tutor a question during a tutorial session.

Use small baby steps to help you overcome your fear. Start at the bottom with activity number 1. In your mind, visualise asking your tutor a question at a tutorial session without feeling any anxiety or apprehension. Visualise feeling very comfortable and at ease when you are asking the question. Rehearse this step over a few days. Then, when you are ready, go on to the next activity. Repeat this process until you reach activity number 5. By then, you should, theoretically, have been able to overcome your fear of public speaking.
TIPS FOR GIVING AN EFFECTIVE SPEECH

We will now focus on the final aspect of public speaking, the actual delivery itself. All the preparation in the world will not do you any good if you fail to deliver and your speech falls flat. Read the following guidelines to help you deliver a speech effectively.

8.3.1 Appearance

Dress suitably for the occasion. Go for formal dressing if the speech is to be given at an official or corporate function. However, if the speech is for an informal occasion or setting, then casual dress would be more appropriate. Take care that you dress according to the dress codes of the community or society who will be your audience.

Adapt your dressing to look similar to that of your listeners. This is one of the tricks of the trade. Notice how community leaders tend to dress casually in batik or wear head-dress or garlands when they speak to different communities all over Malaysia. This is to convey the “I-am-one-of-you” message which develops rapport and builds a bond between the speaker and the listeners. In this way the speaker breaks down tension and diffuses feelings of hostility (if any) on the part of the audience even before he speaks.

8.3.2 Body Language

Your body language says a lot about you. Adopt a confident posture, even though you may have butterflies in your tummy. Stand tall and erect, with your arms relaxed at your side. Keep your feet slightly apart for good balance. You would not want to trip and fall flat on your face in front of your listeners. Walk confidently onto the stage to speak.

Use gestures to emphasise a point or reinforce ideas. You can use arm movements to complement verbal messages. However, do not overdo this. It is
distracting and irritating to listen to a speaker who continuously waves his arms as if he is sawing the air.

Maintain good eye contact with your listeners. Focus your gaze on the audience seated in different sections of the hall. If you are speaking to a large crowd, do not forget to focus your eyes on the back of the crowd. You want to make the listeners feel that you are speaking to each and every one of them.

8.3.3 Voice

When it comes to voice, you need to pay attention to the following:

- Pronunciation, intonation and articulation
- Pause
- Volume

(a) **Pronunciation, Intonation and Articulation**
How you speak enhances your message. Pronunciation, intonation and articulation are important vocal qualities that allow you to be easily understood, especially when you want to emphasise important points. If you speak with an accent, try to minimise this so that everyone can understand you. Speak the standard language to be safe. However, if you are speaking in a specific region known for its individualistic dialect or accent, you may want to speak it in their style.

(b) **Pause**
For maximum effect, pause at intervals when you speak. Do not speak too fast or continuously without pause. It is better to speak at an unhurried pace, stopping a while after raising a point, before going on to another. Pause also when the listeners give verbal or non-verbal responses to your speech, e.g. laughter, claps or hoots.

(c) **Volume**
Speak loud enough to be easily heard by all your listeners. How loud you need to speak depends on the size of your audience. You will probably need to speak louder to a crowd of 100 than to an audience of 30. Adjust your voice accordingly, depending on whether you are speaking into a microphone, loudspeaker etc. Be aware of noise interference like noisy traffic or air-conditioners and adjust your voice volume accordingly.
SELF-CHECK 8.3

Fill in the blanks.

A good speaker takes care to adapt his appearance to look (1) ___________ to his audience. He needs to have a confident (2) ___________ by standing erect with shoulders back and feet slightly apart. He will need to maintain good (3) ___________ contact with the audience. When he speaks, his voice is not too (4) ___________. He should (5) ___________ his words clearly and not speak too fast.

ACTIVITY 8.3

You have prepared a speech on “The Importance of Lifelong Education in the 21st Century”. You will be speaking at a seminar organised by the Ministry of Higher Education. You will be speaking on stage at the podium. There is a microphone and a good public address system. Your audience will consist of members of the public, Ministry officials as well as educationists.

Make short notes to remind yourself of what you need to do in order to give an effective speech. You know your own strengths and weaknesses. What kind of preparations do you need to make?

Reminder
Things to do / get ready:

1. ........................................................................................................................
2. .......................................................................................................................
3. ........................................................................................................................
4. .......................................................................................................................
5. ........................................................................................................................
8.4 DIFFERENT TYPES OF SPEECHES

There are four different types of speeches:

(i) The informative speech;
(ii) The persuasive speech;
(iii) The negotiation speech; and
(iv) The argumentative speech.

8.4.1 The Informative Speech

This kind of speech aims to increase your listeners’ knowledge, understanding or abilities pertaining to a particular issue, topic or skill. In your working life, you will probably need to make quite a few informative speeches. If you are a teacher, you may need to give such speeches to students as well as to parents at PTA meetings. If you are in the corporate sector, you may need to give speeches to workers and administrative staff or to members of the Board of Directors at meetings, for example.

(a) Types of Informative Speeches

The following are some types of informative speeches and their specific purposes:

- **Instruction**
  This speech is made to teach listeners how to do a certain task. The steps are outlined clearly, e.g. how to change a punctured car tyre or play futsal.

- **Demonstration**
  This type of speech is made to show listeners how to perform a certain task. The actual task is demonstrated, e.g. how to bake a cake, perform a science experiment or dance the cha cha.

- **Explanation**
  This type of speech gives an explanation for occurrences or certain phenomena, e.g. how earthquakes happen or what global warming is all about.

- **Description**
  This kind of speech is purely descriptive and gives you details of a place, object or occurrence, e.g. a description of scenery, land or a person.
• **Briefing**
  This kind of speech summarises information that the speaker wants to share with his listeners. It is usually presented at a meeting, e.g. a briefing to headmasters on a new examination format or a summary of the performance of the company for the year.

• **Reporting**
  This kind of speech provides detailed information on a particular topic of interest, e.g. the outcome of a sales campaign or the results of a survey on the reading habit among school children.

(b) **Guidelines for Making Effective Informative Speeches**

• Begin with a clear thesis statement.
• Organise your speech well so that it is easy to follow.
• Be sensitive to your listeners’ values and experiences.
• Adjust the level of complexity, usefulness and relevance of your content to your listeners.
• Design your speech to facilitate retention and learning.
• Invite audience participation.
• Make use of presentation or visual aids.

### 8.4.2 The Persuasive Speech

The persuasive speech aims to influence listeners’ attitudes, behaviour, beliefs or even values. You may want to change, strengthen or weaken these attitudes, behaviour, beliefs or values. There are times when you may want to persuade them to take action, for example, start a study group or change their eating habits. You may need to understand the nature of persuasion when making such speeches. Changes cannot be made by coercion or by using the element of fear. You may need to interact with the listeners and be sensitive to their needs and emotions. Change takes place gradually and incrementally, if it takes place at all.

(a) **Types of Persuasive Speeches**

Persuasive speeches can be classified based on the main issue that each speech addresses. Some examples are speeches that focus on:
• **Facts**
  Questions of fact concern what is true and what is not, what happened and what did not, and what exists and what does not. Facts are based on evidence. However, persuasive speeches on questions of fact may not be so simplistic. Think of the defence attorney making a persuasive speech to a jury in a court of law. He will try to raise doubt based on factual evidence forwarded by the prosecution. Were the facts and evidence raised true or falsified? That is the question.

• **Values**
  Questions of value concern what people deem to be morally right or wrong, just or unjust, good or evil. Some speeches may seek to strengthen these values, attitudes or beliefs while others try to change or modify them. Think of the teacher of Moral or Religious Studies speaking to students in class or at a school assembly on such topics.

• **Policy**
  Questions of policy concern what rules should be adopted, what procedures should be followed, what laws should be changed or what policy should be followed. Such speeches are made by people in power, community leaders, heads of organisations, educational policy makers and others involved in making changes.

(b) **Guidelines for Making Effective Persuasive Speeches**

The following guidelines will help you make an effective persuasive speech:

- Anticipate selective exposure
- Expect gradual changes, a little at a time
- Identify with your audience
- Make logical appeals
- Use emotional appeals

### 8.4.3 The Negotiation Speech

This type of speech is used in situations where you have to resolve conflict, negotiate, mediate, or be the third-party for intervention in a crisis situation. Usually, the parties are committed to reaching a decision, preferably one that grants them what they consider minimally acceptable. They choose to focus on the change-seeking function of argument in negotiation. They do not recognise how it can include cooperation with the other party involved in the negotiation
process. However, in a cooperative perspective on negotiation, negotiators will argue to negotiate aims to resolve, or reduce, conflict to the satisfaction of all parties involved. Negotiation and bargaining involve concession exchange and tactical use of power, which may be contrasted with attempts to convince others through argument.

(a) **Types of Negotiation**
There are four types of negotiation techniques:

- **Distributive Bargaining**
  Distributive negotiation forces opposing negotiators into a competitive situation where one must win and the other must lose. This is the win-lose situation (“I win-you lose”, or it might be the other way round).

- **Integrative Bargaining**
  Integrative negotiation allows for outcomes which benefit both parties. This negotiation style allows for the possibility of goal alteration, the expansion of outcomes, and sacrifice of some goals.

- **Attitudinal Bargaining**
  Attitudinal bargaining is negotiation that seeks to alter the relational patterns between the involved parties. The negotiator must obtain a consensus with the other party. It is more cooperative as the interaction need not be constrained by fixed potential outcomes as in a “I win-you lose” outcome.

- **Intra-organisational Bargaining**
  Intra-organisational bargaining is also more cooperative like attitudinal bargaining as it seeks internal consensus among the parties involved.

(b) **Guidelines for Making Effective Negotiation Speeches**
Below are some guidelines for making effective negotiation speeches:

- Do your research well.
- Abide by the rules set out by both parties.
- Make sure the parties involved trust you.
- Use deductive arguments.
- Know yourself and take stock of your intellectual and emotional makeup.
- Understand your and the other party’s expectations.
- Be prepared to make bids and also give concessions.
8.4.4 The Argumentative Speech

Argument is often used to deal with conflicting opinions or beliefs. The argumentative speech is concerned mainly with reaching conclusions through logical reasoning based on evidence. This category of speeches also includes civil debates, dialogues, conversations and persuasions. It is based on rules of logic and making inferences. The argumentative speech also includes negotiation, which is concerned with reaching mutually acceptable conclusions. It is often the channel through which people can protect their beliefs or self-interests.

(a) Types of Argumentative Speeches

The following are some types of argumentative speeches:

- **Debate and Negotiation**
  This includes civil debate and negotiation.

- **Eristic Dialogue**
  A branch of social debate in which victory over the opposition is the main objective.

- **Legal Debate**
  This is used in a court of law. The theory of argument is used. This includes the gathering of evidence, analysis of proposition, case building, cross-examination, refutation, composition and delivery of argumentative speech.

- **Tournament Debate**
  This consists of competitive debates, usually held between schools and colleges.

(b) Guidelines for Making Effective Argumentative Speeches

- Arguments ought to comply with certain principles or norms.
- Give reasoned arguments for and against a proposition.
- Make rational arguments, not emotional statements and personal viewpoints.
- Debaters need to follow the rules of debate depending on the debate format e.g. the Parliamentary Debate format.
- Critically evaluate and analyse the opponent’s speech.
- Be ethical, fair and honest.
SELF-CHECK 8.4

Fill in the blanks.

1. When you are acting as an arbitrator in a trade dispute between two parties, you may be called upon to make a ________________ speech at the start of the meeting.

2. A speaker at an International Debate will deliver an ________________ speech.

3. ________________ speeches are often made by people in the education and training professions to increase the knowledge of their students or trainees.

4. The lawyer representing the alleged offender made a brilliant ________________ speech to prove his client’s innocence.

5. The environmentalist made a ________________ speech in an effort to encourage people to reduce, reuse and recycle their garbage.

ACTIVITY 8.4

Introduction to writing and delivering a speech.

(The teaching-learning aids required for this activity are a cassette tape and a cassette tape recorder and player. Students will be required to record their speech and play it out at the tutorial sessions.)

Choose one type of speech and a simple topic that interests you. Write out a brief speech using the outline below. Practise delivering your speech at home. When you think you are ready, record your speech on a cassette tape. Play your speech out to the class and ask them to identify the type of speech you have made. Do not worry about making mistakes. This is just a practice exercise to see how you fare. In the next two topics (Topics 9 and 10) you will improve on this further and learn how to write speeches in detail and make oral presentations.
<table>
<thead>
<tr>
<th>OUTLINE OF A SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the speech:</strong></td>
</tr>
</tbody>
</table>

**Introduction**
(i) Attention-getting device (Capture listeners’ attention, perhaps with a joke or something interesting that is relevant to the topic you are speaking on.)
(ii) Motivate the audience to listen to you (Give a good reason why they should listen to you speak. Say something which has their interests at heart.)
(iii) Thesis statement (What are you speaking about? Provide your stand on the topic.)
(iv) Preview of speech (Give a very brief outline of what you will be talking about.)

**Body**
First main point  
  a. Supporting statement  
  b. Supporting statement  
  c. Transition statement (Sentence linking the main points)

Second main point  
  a. Supporting statement  
  b. Supporting statement  
  c. Transition statement

**Conclusion**  
  a. Summary of main points  
  b. Closing statement

**References**

• Public speaking can improve your personal and social skills, academic and professional skills, as well as your public speaking skills.

• You can build your confidence in public speaking by:
  (a) Changing the way you think;
  (b) Going for systemic desensitisation;
  (c) Getting skills training;
  (d) Preparing and practising your speech;
  (e) Using relaxation techniques; and
  (f) Gaining experience

• Tips for giving an effective speech:
  (a) Dress suitably for the occasion.
  (b) Adopt a confident posture and use positive body language.
  (c) Speak well with good pronunciation, intonation and articulation.
  (d) Pause at intervals when you speak.
  (e) Speak loud enough so that you can be heard by all your listeners.

• The informative speech increases the listeners’ knowledge, understanding or ability pertaining to a particular issue, topic or skill.

• The persuasive speech aims at influencing listeners’ attitudes, behaviour, beliefs or even values.

• The negotiation speech is used in conflict negotiation, mediation, and for third-party intervention in a crisis situation.

• The argumentative speech is concerned mainly with reaching conclusions through logical reasoning that is based on evidence.
KEY TERMS

<table>
<thead>
<tr>
<th>Argumentative speech</th>
<th>Intra organisational bargaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>Leadership skills</td>
</tr>
<tr>
<td>Attitudinal bargaining</td>
<td>Legal debate</td>
</tr>
<tr>
<td>Body language</td>
<td>Negotiation speech</td>
</tr>
<tr>
<td>Communication style</td>
<td>Persuasive speech</td>
</tr>
<tr>
<td>Debate and negotiation</td>
<td>Positive visualisation</td>
</tr>
<tr>
<td>Distribution bargaining</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Eristic dialogue</td>
<td>Skills training</td>
</tr>
<tr>
<td>Information speech</td>
<td>Systemic desensitisation</td>
</tr>
<tr>
<td>Integrative bargaining</td>
<td>Tournament debate</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
</tr>
</tbody>
</table>

REFERENCES


Delivering an oral presentation requires good communication skills and preparations. This topic explains some basic guidelines that you should heed if you wish to deliver an effective oral presentation. Before presenting a paper to an audience, it is advisable that you do some homework first. This includes checking out on the audience attending the presentation, researching the topic to be presented, and interacting with the audience. It is very important that you set aside time to make initial preparations such as analysing the audience, determining the purpose, gathering materials, organising and writing main ideas as well as preparing visual aids.
9.1 INPUT AND OUTPUT

As a presenter, you need to profile three factors:

(a) The occasion for the speech;
(b) The audience for whom the speech is intended; and
(c) The setting where the speech would be made.

All this input would give you some idea as to the preparations required and help you to focus on the main points of the speech so that you do not touch on unnecessary and irrelevant aspects.

9.1.1 Occasion for the Speech

Profiling the occasion for making the speech involves asking questions about the aim, that is, what the speech is meant for. Is it for commemorating a victory or celebrating national day? Or is it a political speech?

You would also need to find out more about the organisation hosting the speech as well as details and rituals like whether there is a need to recite prayers before the start of the speech event etc. As a speaker, you need to be aware of all this.

Other details such as the agenda for the event/day, and the specific length of time given to you as a presenter can also help you to become more familiar with the situation. This will contribute to putting you at ease and help you to concentrate on organizing the structure and content of your presentation.

9.1.2 The Audience

Profiling the audience for your speech could be difficult but it may be worth your time to make the effort. Make enquiries about the audience, with respect to their gender, age, social, economic and educational backgrounds, prior knowledge, expectations, likes and dislikes, occupational backgrounds, place of residence, habits, personality etc.

Basically, in order to create a connection between the speech and the audience, you need to ask yourself these basic questions:

- Whom will I be speaking to?
- What do they know about the topic?
• What do they want to know about the topic?
• What do I want them to know at the end of the presentation?

Once you know more about your audience, you can create speeches that are appropriate for them in terms of content, the language used and even style. For instance, a speech that is intended for school children would be different from one that is meant for businessmen. Unlike adults, school children are usually less able to handle content that is too abstract and language style that is indirect. The use of metaphors and symbolism may also be lost on school children.

The style of your presentation should also be in tune with your audience.

### 9.1.3 The Setting

Making yourself familiar with the setting in which the speech is to be made is one way to reduce panic attacks and minimise the risk of unexpected problems cropping up at the last minute. For instance, you should find out the exact location of the place where the presentation is to be held. Start off early for the place if it is in the midst of a traffic congestion area. If you arrive early, check whether you need to go up on stage to present your talk, and if there is a rostrum or not.

Also check the public address system and the equipment that needs to be utilised. There is always the risk that the computer and the LCD projector might not function properly; find out how you can get in touch with the technicians who can assist you should this happen.

You also need to know whether the speech will be held in a formal or informal setting. If it is formal, you would need to be appropriately dressed and very punctual; if it is not, then a certain amount of flexibility with respect to arrival time and dress code could perhaps be tolerated.

### ACTIVITY 9.1

1. Why is it necessary to complete a profile when you are making an oral presentation? To be focused has been cited as one of the reasons for completing a profile. Discuss this in terms of limitations to content and time.
2. If you are required to give a talk on “Factors to consider when applying for a job” to a group of graduates, which of the following elements would you include? Explain.

Tick ✓ the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Factors</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Writing application letter</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>Salary</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>Distance from the place of residence</td>
<td></td>
</tr>
<tr>
<td>(iv)</td>
<td>Interest in the job</td>
<td></td>
</tr>
<tr>
<td>(v)</td>
<td>Application through the Internet</td>
<td></td>
</tr>
<tr>
<td>(vi)</td>
<td>Job promotion prospects</td>
<td></td>
</tr>
<tr>
<td>(vii)</td>
<td>Paper qualifications</td>
<td></td>
</tr>
<tr>
<td>(viii)</td>
<td>Looking through advertisements</td>
<td></td>
</tr>
<tr>
<td>(ix)</td>
<td>Enquiry from friends</td>
<td></td>
</tr>
<tr>
<td>(x)</td>
<td>Benefits</td>
<td></td>
</tr>
</tbody>
</table>

3. Miss Aida has given several kinds of speeches. For each speech, there is a time limit. How long do you think each of the following speeches would normally take?

<table>
<thead>
<tr>
<th>No</th>
<th>Speeches</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Birthday speech</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>Farewell speech</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>Assembly talk</td>
<td></td>
</tr>
<tr>
<td>(iv)</td>
<td>Political speech</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 9.2**

1. Why is it necessary to profile the occasion for a speech?
   You have been invited to give a talk on motivation. What elements would you like to include in your content?

2. Provide examples of opening addresses for formal and informal occasions.
1. Why is it important to profile the audience for your talk? What are some important characteristics of your audience that you should know about before you make your presentation?

2. Suppose you are invited to deliver a speech on “Self-cleanliness” to a group of lower secondary school students. What would your speech sound like? You have to take into consideration the content, style and language used in your speech as well as the formality of the occasion. Try to write two or three sentences on (a) body shampoo, (b) hair shampoo and (c) brushing teeth.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| (a) | Body shampoo | (i) ____________________________________________
|     |               | (ii) __________________________________________ |
| (b) | Hair shampoo | (i) ____________________________________________ |
|     |               | (ii) __________________________________________ |
| (c) | Brushing teeth| (i) ____________________________________________ |
|     |               | (ii) __________________________________________ |
ACTIVITY 9.4

1. Why profile the location/setting for your speech?
Before beginning a speech, there are several things that you need to do. Rank the following steps according to priority or importance. Place your numbers in the boxes. Use (1) for the least important and (5) for the most important.

(i) Make phone calls to appropriate persons.  
(ii) Start early on the speech day.  
(iii) Check out the place several days before the event.  
(iv) Enquire from people who know the place.  
(v) Obtain a map of the location.

2. When you are at the location, you may want to check the specific room or hall in which you are going to make your presentation. What are the things you would check on? List four of these items.

(i)  
(ii)  
(iii)  
(iv)  

3. Are there any other aspects that need to be analysed? If you have to analyse the following, what specific items would you look at?

(i) Protocol  
(ii) Topics that have been previously covered
9.2 DETERMINING THE PURPOSE AND TOPIC

Once you know the occasion and location for your presentation, and the type of audience attending, you are ready to set the aims and objectives of the presentation. For instance, do you aim to convey, inform, relay, relate, influence, persuade, appease, encourage, motivate, illustrate, clarify or appeal?

After determining the purpose, you can then set the topic. If your aim is to motivate, then you would need to come up with a topic that suits the purpose. Topics dealing with themes like procrastination, determination, endurance, not giving up hope, would be appropriate.

9.2.1 Determine the Aim

As discussed above, the aim must be linked to the presentation topic. For instance, if the occasion is to celebrate Independence Day in school, then the aim is to relay the success of the nation. Based on this aim, you must then spell out the objectives.

9.2.2 Determine the Objectives

The objectives should be more specific. For example, if the aim is as mentioned above, the objectives could be spelt out as follows:

At the end of the presentation, the audience should be able to:
1. Understand the progress that the nation has made;
2. Cite examples of the nation’s achievements;
3. Accept the important role people play in nation building; and
4. Identify problems and solutions vis-a-vis the nation achieving its goals.

Alternatively, you could express the objectives in terms of what you want to do, as in the example below.
Specifically, the speaker will:
1. Explain the progress that the nation has made;
2. Illustrate the achievements of the nation;
3. Provide awareness about the important role the people play in nation building; and
4. Clarify the problems and solutions of the nation towards achieving its goals.

ACTIVITY 9.5

Given below are the purposes and topics of a particular presentation. Match the purpose with the topic. One topic may have more than one purpose. Draw an arrow to match the correct pairs.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Progress and Development of a Nation</td>
<td>Persuade</td>
</tr>
<tr>
<td>• Tips to Obtain Good Grades</td>
<td>Appeal</td>
</tr>
<tr>
<td>• Positive Aspects of Computers: Buy One Get One Free</td>
<td>Inform</td>
</tr>
<tr>
<td>• Ways to Boost Confidence</td>
<td>Motivate</td>
</tr>
<tr>
<td>• Building of Old Folks Home: The Need for More Funds</td>
<td></td>
</tr>
</tbody>
</table>
Which specific objectives are related to which aims? Choose the objectives below and write them against the appropriate aims.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the manner in which money would be spent</td>
</tr>
<tr>
<td>2.</td>
<td>List the body parts that need to be cleaned</td>
</tr>
<tr>
<td>3.</td>
<td>State the steps that can be taken to achieve good results</td>
</tr>
<tr>
<td>4.</td>
<td>Explain why we need to be clean</td>
</tr>
<tr>
<td>5.</td>
<td>Point out areas where the money would be channelled to</td>
</tr>
<tr>
<td>6.</td>
<td>Provide tapes for achieving academic excellence</td>
</tr>
<tr>
<td>7.</td>
<td>Mention the reasons why donation is needed</td>
</tr>
<tr>
<td>8.</td>
<td>Cite specific activities that lead to improvement in grades</td>
</tr>
<tr>
<td>9.</td>
<td>Show ways how cleanliness can be practised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To convey the importance of self-cleanliness</td>
<td>(i)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii)</td>
</tr>
<tr>
<td>2.</td>
<td>To motivate students to excel in studies</td>
<td>(i)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii)</td>
</tr>
<tr>
<td>3.</td>
<td>To appeal for donation</td>
<td>(i)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii)</td>
</tr>
</tbody>
</table>
COLLECTING MATERIAL

Collecting material related to the topic of presentation is one of the most important initial steps in preparing an oral presentation. If the topic that you have been invited to talk on is unfamiliar to you, you would need to start from scratch. Firstly, you would need to be aware of which sources to go to, in order to obtain input or material for your talk. This material can also be drawn from one’s experiences. Sometimes, the material needs to be adapted so as not to go beyond the time allocated for the presentation.

Even if you are familiar with the topic of presentation, you should still carry out some research for new material. This way, you can break new ground in your talk.

9.3.1 Information Resources

There are various sources from which you can obtain information. Resources such as libraries and the Internet are very familiar to most of us. Information from newspapers, magazines, CDs and journals should be referred too. If you wish to go beyond these usual sources of information, you can also conduct interviews to get more information.

9.3.2 Life Experience

Tapping into your own life experience can provide thought-provoking and inspiring material which can enhance the effectiveness of your presentation. Genuine life experiences can help you to establish a real connection with the audience.

9.3.3 Adapt Material

Material collected often needs to be adapted because of time constraints (length of time allocated for talk) and to suit the needs of your audience. Facts and figures should be kept to a minimum as the audience would not be able to digest too much information in a short period of time. Select only significant facts and figures if you wish to hold the listeners’ attention.

9.3.4 More is Best

It is better to prepare more material than needed. This is to ensure that you do not run short of material midway through your presentation. Having more material than you need would also help to boost your confidence, especially
during the question-and-answer session. However, given the limited time frame, take care not to go beyond the scope of the content and allocated time. Too much information may make the speech lengthy and this could bore the audience.

**ACTIVITY 9.7**

1. Why is research still needed although what the presenter is going to deliver is a topic within his area of expertise?
2. Name some databases where research materials can be accessed and give some examples of online journals.

**ACTIVITY 9.8**

Get into groups of three. Try to relate some of your personal experiences to your group members. Observe the extent of attentiveness shown by your listeners. Do they seem extra attentive? Why?

**ACTIVITY 9.9**

1. If you are required to adjust and adapt material to be used for a speech, what are the important aspects to bear in mind?
2. List two advantages and disadvantages of having more research material than required.

<table>
<thead>
<tr>
<th>No</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 9.4 STRUCTURING THE ORAL PRESENTATION

The oral presentation must be structured in such a way so as to reflect clarity and smoothness. Bear in mind that your audience is a listening audience and not a reading one. They do not have the luxury of going back to information they may have missed or not comprehended. It is, therefore, important to frame your points systematically so that the paper is effectively delivered.
9.4.1 Why Structure is Important

You need to have a structure for the presentation because the audience cannot pay attention for a long period of time and may find the presentation difficult to follow if it is not systematically structured and organised. A good structure helps to capture and hold their attention.

9.4.2 Basic Procedures

Basically, you need to:

(a) Inform the audience what they are going to listen to;
(b) Present the content of the presentation; and
(c) Summarise the main points.

Hence, the basic procedure is to present a lucid introduction, well-researched content and a comprehensive conclusion.

9.4.3 Main Ideas

It is advisable to limit the main ideas to between three and six only. Going beyond this number would attract boredom rather than improve attentiveness. The issues that need to be discussed within each main point should be reduced in scope, especially when there is a likelihood that the presentation would go beyond the time limit.

For better comprehension and retention, the gist of what is to be conveyed should be spelt out clearly at the beginning of the presentation. Each of the main ideas should be properly introduced, arranged and concluded.

9.4.4 Sequencing of Main Ideas

The sequencing of main ideas should be in a manner that makes it easy for the audience to follow. One way is to start from the easier to the more difficult, or from the known to the unknown. You can also opt to follow a time sequence. For example, you can explain the progress of a nation by reporting first on the earliest development and ending with the latest development. The arrangement of the points can also follow a logical sequence.
9.4.5 Outlining the Material

The material collected can be put into certain categories based on the main ideas raised. There might be a need to create sub-ideas under each main idea. These sub-ideas should not be more than five to avoid confusion.

The sequence should be clear and logical. For instance, material for a talk entitled “The Progress of a Nation” may have the following structure:

<table>
<thead>
<tr>
<th>The Progress of a Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Introduction</td>
</tr>
<tr>
<td>(b) The goals of the nation</td>
</tr>
<tr>
<td>(c) The first development</td>
</tr>
<tr>
<td>(d) The second development</td>
</tr>
<tr>
<td>(e) The third development</td>
</tr>
<tr>
<td>(f) Problems and solutions towards progress</td>
</tr>
</tbody>
</table>

Another way of developing a structure is by webbing or mapping. This provides the presenter with a clearer picture of what issues he wants to include, or exclude, in his paper. This technique gives the speaker an opportunity to see his content holistically.

9.4.6 Writing Out the Presentation

After developing the structure, proceed with the writing process, which will be a lot smoother if you adhere to the outline. You already have most of the material ready. What is left now is to write up the points.
There are two aspects that you should bear in mind when writing:
(a) Language; and
(b) Style.

As mentioned earlier, the audience is listening to the presentation. This means that the language used for the paper should be simple and not too complex:
(a) Words should be simple and comprehensible.
(b) Sentences should be short.
(c) Some ideas need to be repeated so that the audience would not be in doubt.
(d) Avoid clichés.
(e) Lastly, sentences constructed should be grammatically acceptable so that clarity and comprehensibility are the outcomes.

With respect to style, be as simple as possible. The style of writing an academic paper and a speech is not the same.

**ACTIVITY 9.10**

Get into teams of three. Discuss reasons (other than those mentioned in the text) why structuring a speech is important.
1. The following is a speech delivered to juvenile delinquents. Read the speech and locate the main ideas.

Good morning boys. As you know, you are to be made aware about the importance of “Showing Respect to the Elders.”

Showing respect means showing admiration or feelings of honour towards others. When we respect someone, we normally show our best behaviour and habits. We would not show our bad behaviour such as being rude, cruel, lazy and impatient and so on.

Do you know who your elders are? They are people who are older than you. Clearly, your elders can be your parents, your grandparents, your older relatives, your principal, teachers and so on.

We all should respect our elders. There are several reasons why we should respect them. Firstly, our elders are the ones that take care of us. For instance, our parents make sure that we are safe by giving us a place to live, food to eat and clothes to wear. Secondly, our elders teach us basic manners. Our parents and teachers always stress the need to greet people, the importance of saying ‘thank you’ and so on. Thirdly, our elders provide us with the education that would help us survive in this world. Parents would normally send their children to schools so that teachers can provide their children with knowledge and skills in reading, writing and counting.

I hope that after this, you would reflect on what I have presented, such as on the meaning of showing respect, and the reasons why you should respect them. I hope in the future you would show more respect to your elders. If you don’t, your children and grandchildren in turn may be mean and cruel to you in the future. Thank you for listening.

Main Ideas

(i) _________________________________________________________

(ii) _________________________________________________________

(iii) _________________________________________________________
2. Does the presenter state the main ideas at the beginning of the speech? If no, what should he have stated?

**ACTIVITY 9.12**

1. You have been invited to give a speech on “Road Safety.” How would you sequence the main points given below?
   - Cars, buses, lorries, vans, wagons, four-wheeled drive should be in good condition. Drivers, adhere to speed limit, do not follow behind other vehicles too closely, motorists should put on seat belts and obey traffic rules.
   - Cyclists and motorcyclists should wear helmets, wear bright-coloured jackets, switch on headlights and obey traffic rules.
   - Pedestrians should walk on pedestrians’ pathway; when crossing should look left and right, use pedestrian crossing, use overhead bridge if available and obey traffic rules.

2. Based on your answer above, fill up the main ideas and sub-ideas on the mind map below.

3. By referring to the mind map, try to write up a speech on “Road Safety.”
9.5 USING VISUAL AIDS

The utilisation of visual aids is important in any presentation. However, it is important for you to understand that a good presentation does not only rely on visual aids. The key to a good presentation lies in the presenter himself.

Every presenter has to understand that visual aids are important tools in presentations. However, they must also realise that the purpose of these aids is to enhance the presentation and not replace the presenter or the presentation. The reason why visual aids are sometimes not much used in presentations is because it is time consuming to prepare them.

However, a speech without visual aids is usually less effective compared to one that uses visual aids. If you want to achieve specific goals, for instance, sell a product, attract an audience or get students to enroll in a private college, visual aids should be used. You can even use a combination of aids to add variety to your presentation.

9.5.1 The Need for Visual Aids

Why should we use visual aids? The way we take in information during a presentation is one of the factors why visual aids are important. Professor Albert Mehrain, who did a lot of research in this area, concluded that 55% of the information we take in during a presentation is visual; only 7% is text.
In short, visual aids are used for various reasons.

- Firstly, they can enhance the audience’s comprehension of the subject matter. As mentioned earlier, the audience is merely listening and looking at the presenter while he is presenting. It would take them a while to digest the information that they receive through their ears. Very often, they may not even interpret the message as intended. Visual aids would probably help them grasp the content of the message more quickly, and minimise miscommunication, misunderstanding and misinterpretations caused by intervening variables such as environmental and personality factors while the message is being transmitted. Points which are not clear could be explained through the use of such aids. Similarly, elements and concepts which are difficult to explain through words can also be clarified via such aids.

- Secondly, the use of visual aids helps listeners to be more focused as they can catch their attention and hold it for a longer period of time.

- Thirdly, visual aids can add authenticity, beauty, credibility and variety to the entire presentation. The messages presented via visual aids stay longer in the mind of the audience and ensure that they really “listen” and not just “hear”.

### 9.5.2 Examples of Visual Materials

There are numerous kinds of visual aids and materials available in the market. They can be divided into three categories:

- Unprepared materials;
- Prepared materials; and
- Visual equipment.
(a) **Unprepared Materials**

Unprepared materials consist of information which is not prepared in advance but are displayed to the audience there and then. The information can be written on the board or on flipcharts.

**Table 9.1: Unprepared Materials**

| Writing Board | **•** Can be in the form of blackboard, chalkboard or whiteboard.  
|               | **•** The most available and accessible aid.  
|               | **•** While talking, the presenter can write the main points on the board.  
|               | **•** Can be used to draw simple sketches and diagrams.  
|               | **•** When writing on the board, the speaker has to ensure that the writing and diagrams are large and clear enough for the audience to read from where they sit.  
|               | **•** The whiteboard should be written using erasable marker and not permanent ink. Unwanted information could then be easily erased if new information needs to be shown. |

| Flipcharts | **•** An alternative to the chalkboard or white board.  
|           | **•** The presenter should adhere to the same rules as when using the chalkboard.  
|           | **•** When the presenter is done with the first flipchart, he can flip to the second blank flipchart. |

(b) **Prepared Materials**

Prepared materials consist of information which is prepared in advance. This kind of materials include:

- Non-projected materials; and
- Projected materials.

Non-projected materials refer to pictures, posters, realia, models and handouts. Projected materials comprise slides, transparencies, video clips and digital data in CD and diskettes. Information printed on A4 size paper can be projected if a special projector is available.
Table 9.2: Prepared Materials

<table>
<thead>
<tr>
<th>Prepared Materials</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pictures</strong></td>
<td>The presenter can snap pictures that would be useful for the speech. The photos should be enlarged in order to provide the audience with a better view.</td>
</tr>
<tr>
<td><strong>Posters</strong></td>
<td>Visuals which consist of either just words or pictures or a combination of both. They can be in the form of computer/machine prepared visuals or hand created. Colours used on the posters would make them interesting and attractive.</td>
</tr>
<tr>
<td><strong>Realia</strong></td>
<td>This is the actual object itself. Instead of describing the object, the presenter shows the object to the audience. This can improve authenticity. For example, if the topic concerns the disadvantages of eating fast food, samples of fast food could be brought to the setting and shown to the audience.</td>
</tr>
<tr>
<td><strong>Models</strong></td>
<td>This includes models of a building, a human being, a car and so on. Because it is not always possible to bring in the actual objects, models which are representations of the real thing would be adequate.</td>
</tr>
<tr>
<td><strong>Handouts</strong></td>
<td>These can be distributed to the audience when the points to be conveyed are too complex. Appropriate time should be chosen when the handouts should be issued. These should be passed out when the presenter has arrived at the points which are included in the handouts. Giving out handouts too early may lead to the audience not paying attention to the speaker.</td>
</tr>
<tr>
<td><strong>Transparencies</strong></td>
<td>The key points of the presentation can be printed on transparencies. The fonts to be used on transparencies should not be too small. Enlarged fonts and clear plus dark prints are important.</td>
</tr>
<tr>
<td><strong>Video clips</strong></td>
<td>Video clips can be obtained from television programmes or purchased from educational bookstores. The speaker could also prepare his own video clips by recording via a video camera, the information pertinent to the content of the paper.</td>
</tr>
<tr>
<td><strong>Slides</strong></td>
<td>These consist of negatives of pictures or other materials shot using a still camera. Here again the presenter should select the suitable ones and limit the slides to keep in line to the time limit. Only slides that are related to the theme should be shown.</td>
</tr>
<tr>
<td><strong>Digital data</strong></td>
<td>The digital data can be saved in CD-ROM or in external storage. Points that need to be shown to the audience can be prepared and stored in digital form.</td>
</tr>
</tbody>
</table>
(c) **Visual Equipment**
There are several equipment that you should be familiar with and know how to operate when making presentations. Examples include OHP, opaque, slide and LCD projectors; video, CD and DVD players; television; and computer.

### 9.5.3 Guides for Using Visual Aids

Below are some simple rules that can be followed when using visual aids:

- **Do not use aids just for the sake of using aids.** You need to know the reasons for using visual aids in any presentation.

- **Refrain from using too many visual aids.**
  This is because the audience could be more attracted to the aids than to the speaker and the speech. Instead of functioning as an attraction, visual aids could end up becoming a distraction.

- **After the aids have been prepared, practise delivering your speech, using these aids.**
  Showing aids to the audience means adding more time to the duration of the presentation, so you would need to practise using the aids in order to make the necessary adjustments to the length of your presentation.

- **If you wish to use equipment such as overhead projector, opaque projector or LCD projector, ensure that you are thoroughly familiar with the equipment.**
  Practising using them before the presentation will help you in the actual presentation.

- **Prior to the speech, check to make sure that the equipment you want to utilise is available.** However, note that availability of the equipment does not mean that it is definitely in good working condition. Hence, it is very important to check the condition of the equipment. For instance, an overhead projector might have a blown bulb which needs to be replaced.

- **The presenter must ensure that the aids shown relate to the specific points discussed.**
  It is very important that the visual aids help to make your points interesting, memorable, and clear. Do not show a visual aid stressing one point when you are talking about another point. This will confuse the audience.

If you are going to get an assistant to flash the transparencies or slides, make sure that the assistant knows what you are talking about and shows the right slide at the right time.
ACTIVITY 9.13

1. Have you ever heard a speech in which the speaker did not make use of visual aids? How did you feel?

2. Conversely, think back to a speech that you heard, in which the speaker did make use of visual aids. How did you feel?

3. In court, defense lawyers often use visual aids during their presentation. Why is this so?

4. When delivering a political speech, is it necessary for a politician to use visual aids? Why?

ACTIVITY 9.14

1. What other aids have not been mentioned in the text?

2. What the advantages and disadvantages of using the following aids?

<table>
<thead>
<tr>
<th>Aids</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Clips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this topic, you learnt about various aspects related to making preparations for your oral presentation.

Aspects that have been touched included completing a profile of the occasion for the speech, finding out more about the audience and the venue of the speech, determining the purpose and objectives of the presentation, collecting materials and structuring your presentation.

You also learnt about the importance of using visual aids to make more effective presentations.
### KEY TERMS

<table>
<thead>
<tr>
<th>Aim</th>
<th>Profiling audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material adjustment</td>
<td>Profiling location</td>
</tr>
<tr>
<td>Material limitation</td>
<td>Profiling occasion</td>
</tr>
<tr>
<td>Objective</td>
<td>Structure</td>
</tr>
<tr>
<td>Outline</td>
<td>Visual aids</td>
</tr>
</tbody>
</table>
**Topic 10**

Making an Oral Presentation

---

**LEARNING OUTCOMES**

By the end of this topic, you should be able to:

1. Give a proper introduction to the topic of the speech;
2. Present the content in an organised manner;
3. Give a suitable conclusion; and
4. Invite participation from the floor.

---

**INTRODUCTION**

You have now come to the last topic in this module. After reading Topic 9, you will realise that giving a speech or making an oral presentation is a skill that can be acquired. Most of us fear or hesitate to speak before a crowd. However, half the battle is won if we are sure of what we want to talk about. So, the first thing we should do is to know how long we are going to speak and who our audience is. Then, we prepare the content accordingly. Well-prepared content helps to build confidence.

The next step is the actual presentation itself. Many people have butterflies in their stomachs and actually cringe before a crowd. But the thing to do is to calm the butterflies and build up our confidence. Rehearsing in front of a mirror (to see how we stand, look and deliver) and before friends (who will give us fair and honest feedback about content and delivery) are important before the actual presentation itself.

*Figure 10.1: Butterflies in the stomach*  
*Source: themessl.eu*
10.1 INTRODUCING THE TOPIC

An important step when giving a speech or making an oral presentation is to introduce the topic before beginning to talk about it. This helps to prepare the audience to listen to the presentation or “cue them in”, so to speak.

You can listen to both a good and a bad example of a speech on Audio track 10.1.

Click on Audio 10.1 (Part I) for a poor example or Audio 10.1 (Part II) for a better example.

Listen to the recording first, and then read the transcript below.

Audio 10.1 Media (Part I)

Good morning, ladies and gentlemen.
The media should not play up results. They should not highlight winners and losers. Not only is it in poor taste, it is also not fair to students who have studied very hard but did not make the grade. The media should be more sensitive to these students. In fact, the media should do the reverse and highlight students who have moved up a notch rather than focus on top scorers.

Audio 10.1 Media (Part II)

Good morning, ladies and gentlemen.
Today, I stand here before you to talk about examination results and the media. I feel that the media should not play up examination results. They should not highlight winners and losers. Not only is it in poor taste, it is also not fair to students who have studied very hard but did not make the grade. The media should be more sensitive. In fact, they should do the reverse, and highlight students who have moved up a notch rather than focus on top scorers.
As mentioned in Topic 9, it is very important to start your speech or oral presentation with an introduction. Some useful phrases commonly used to introduce a topic are as follows:

- Good morning ladies and gentlemen,
  Today, I’d like to talk about …

- Good morning ladies and gentlemen,
  My topic for today is …

- Good morning ladies and gentlemen,
  … is the topic of my presentation today.

**Techniques**
Here are some suggestions on how you can start giving your presentation:

1. Begin with one of the useful phrases above.

2. Begin with a question. For example: What do you think of examination results?
   Then use one of the phrases above.

3. Begin with a statement about the topic. For instance: Examination results can either make or break students.
   Then use one of the phrases above.

**Note:** When you start a topic, it is better to be specific rather than vague.

**Example:**
Today, I’d like to talk about examination results. (general)
Today, I’d like to talk about examination results and the media. (specific)
PRESENTING THE CONTENT

When presenting the content, it is important to organise your presentation. The more time you spend on preparation, the more organised and coherent the content of your speech. For example, if you have been invited a month back to speak on Children’s Day, you have more time to prepare and a well-organised speech is expected.

In contrast, impromptu speeches are those that people make on the spot without any preparation. These speeches challenge us to think quickly and are a favourite teaching tool among teachers to get students used to speaking before a group of people.
10.2.1 A General Outline

In gathering information about the topic, the first thing you should do is to find out how long you are to speak. Find out too, about the audience that you will be speaking to. Are they all adults (parents) or teenagers, or a mix of both? Then, gather the necessary information. It is good to outline what you are going to speak about. You can prepare the outline as below:

- Introduction of the topic

- Body of the talk:
  - Definition of terms (if any)
  - Describing the situation
  - Points in favour
  - Points against

- Conclusion
  - Summarising the main points
  - Concluding with an appeal, proposal, etc.

10.2.2 The Actual Presentation Itself

When making the actual presentation, bear in mind the following:

- Stand straight, don’t slouch.
- Maintain eye contact with the audience.
- Greet the audience, and then start your presentation.
- Give an overview of what you are going to talk about.
- Try not to read from your notes. Talk to the audience instead. Use your notes as prompts only.
- As you speak, turn your head slowly to look at one section of the crowd before turning to another section.
- Pause between ideas. Don’t rattle on at full speed.
- Speak with an even tone. Be loud enough to be heard but do not shout. Similarly, don’t talk to yourself, mumble or speak too softly.
- At the end, summarise what you have said.
• Then, thank the audience for being good listeners.
• Invite comments and participation.
• When it’s over, leave with a smile.

**ACTIVITY 10.2**

Let us make some impromptu speeches. Work in pairs. Select a topic each. Take five minutes to prepare a speech on the topic selected. Make brief notes only. Do not write out the speech as you do not have time. Look at the suggested topic and outline below for help and as a guide. Then present your speech in two minutes. Invite comments from the floor.

**Example: Topics on Fashion**

![Suggested topics for impromptu speeches](image)

**Suggested outline for presentation**

(i) Describe the fashion item.
(ii) What did people do in our culture before the fashion was invented?
(iii) What do people do now as a result of this fashion item?
(iv) Do you like the fashion? Why or why not?


**Listening Task for the Audience**

To share your thoughts after the presentation, think of answers to these questions:

(i) How do people in our culture feel about the fashion item?
(ii) Compare the views of the speaker with your own. Are they similar or different?

Explain the similarities or differences.
10.3 GIVING THE CONCLUSION

An important step when giving a speech or making an oral presentation is to conclude the talk well. In concluding, there are two steps involved.

First, you should summarise the main points of your presentation or, at least, give a line that summarises the presentation. This helps the audience to grasp what has been said.

Second, thank the audience for being good listeners. And smile as you leave.

Some useful phrases to conclude a presentation are shown in Table 10.1 below:

Table 10.1: Useful Phrases to Conclude a Presentation

<table>
<thead>
<tr>
<th>Type of Conclusion</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight conclusion</td>
<td>• In conclusion, ladies and gentlemen, let me say (that children have their rights and we should respect those rights.) Thank you.</td>
</tr>
</tbody>
</table>
| Summarising          | • In conclusion, ladies and gentlemen, let me first summarise the main points of my talk. First,... Second,... Thank you for being a wonderful audience.  
                       | • Before I conclude, ladies and gentlemen, let me summarise what I have said. First,... Second,... |
| Inviting participation | • And that, ladies and gentlemen, is the end of my talk. Now let me open the floor for any questions or comments.  
                          | • And that, ladies and gentlemen, concludes my talk for the day. I now invite questions and comments from the floor. |
INVITING PARTICIPATION

At the end of your talk, you can invite questions and comments from the floor. However, you have to be cautious. Generally, at the end of speeches, speakers do not invite participation from the floor, for example, on occasions such as a school assembly or Children’s Day celebrations.

Some useful phrases to invite participation are as follows:

And that, ladies and gentlemen, is the end of my talk. Now let me open the floor for any questions or comments.

And that, ladies and gentlemen, concludes my talk for the day. I now invite questions and comments from the floor.
ACTIVITY 10.4

Work in pairs.

(a) State the function of each utterance. Use the clues given.

<table>
<thead>
<tr>
<th>Giving examples</th>
<th>Urging action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanking the crowd</td>
<td>Thanking the chairperson</td>
</tr>
<tr>
<td>Passing the floor back to the chairman</td>
<td>Stating the problem</td>
</tr>
<tr>
<td>Identifying oneself</td>
<td>Greeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text of Talk</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good afternoon, ladies and gentlemen.</td>
<td></td>
</tr>
<tr>
<td>Thank you, Mr Chairman, for letting me speak.</td>
<td></td>
</tr>
<tr>
<td>I am Mrs Tan and I live at No. 12, 13/1. I want to talk about the lack of security in our neighbourhood.</td>
<td></td>
</tr>
<tr>
<td>Of late, our neighbourhood seems to be the target of thieves and robbers.</td>
<td></td>
</tr>
<tr>
<td>In just over three months, four houses have been robbed. And in the same period, too, there have been about five snatch theft incidents in broad daylight. I know for sure that some households have installed alarms, but is this enough?</td>
<td></td>
</tr>
<tr>
<td>Can’t we do something collectively to keep the neighbourhood safe? Must we continue living in fear?</td>
<td></td>
</tr>
<tr>
<td>Thank you, ladies and gentlemen, for listening to me. Over to you, Mr Chairman.</td>
<td></td>
</tr>
</tbody>
</table>

(b) Role-play presenting the talk to each other.
Work in pairs.
(a) Complete the text of the talk below.
(b) Role-play presenting the talk to each other.

<table>
<thead>
<tr>
<th>Text of Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good afternoon ladies and gentlemen,</td>
</tr>
<tr>
<td>As chairman of the neigbourhood committee, I thank you all for coming today. The last time we met about ____________ , not many of us turned up. Today I see a __________. Perhaps it is the urgency of the matter.</td>
</tr>
<tr>
<td>As you all know, our neigbourhood has been the target of ______________. Mrs Tan and a number of you voiced your concerns the last time. We have to take steps to keep our neigbourhood safe.</td>
</tr>
<tr>
<td>On behalf of the committee, I want to put forward three proposals.</td>
</tr>
<tr>
<td>Proposal 1: That we hire ________________ from seven in the evening to seven in the morning. For this purpose, each household will have to _________________.</td>
</tr>
<tr>
<td>Proposal 2: That we install gates at both ends of our back lanes. Each household will get a set of duplicate keys for the locks on these gates. This will prevent _________________.</td>
</tr>
<tr>
<td>And last but not least, I propose that we write to our local police station to urge the police to _________________.</td>
</tr>
<tr>
<td>These, ladies and gentlemen, are our proposals. ______ __________________. I now open the floor for questions, comments, and counter-proposals.</td>
</tr>
</tbody>
</table>
TOPIC 10   MAKING AN ORAL PRESENTATION

In this topic, you learnt how to make an oral presentation confidently.

An important step when giving a speech or making an oral presentation is to introduce the topic before beginning to talk about it.

When presenting the content, it is important to organise your presentation.

It is good to outline what you are going to speak about.

When making a presentation, try not to read from your notes. Talk to your audience instead.

At the end, summarise what you have said and thank the audience for being good listeners.

ACTIVITY 10.6

Oral Presentations
You have been invited by various clubs of a school to speak to their members (both boys and girls) on one of the following topics. They have asked you to speak for 15 minutes. Prepare suitable content and make your presentation.

- Leading a Healthy Lifestyle
- Good Learning Strategies
- How to score better in Exams
- Developing the Reading Culture
- How Do I Make My Parents Understand Me

SUMMARY

- In this topic, you learnt how to make an oral presentation confidently.
- An important step when giving a speech or making an oral presentation is to introduce the topic before beginning to talk about it.
- When presenting the content, it is important to organise your presentation.
- It is good to outline what you are going to speak about.
- When making a presentation, try not to read from your notes. Talk to your audience instead.
- At the end, summarise what you have said and thank the audience for being good listeners.

KEY TERMS

<table>
<thead>
<tr>
<th>Body of the talk</th>
<th>Introducing the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concluding</td>
<td>Inviting participation</td>
</tr>
<tr>
<td>Impromptu</td>
<td>Outline</td>
</tr>
</tbody>
</table>
Should you have any comment or feedback, you are welcomed to:

1. E-mail your comment or feedback to modulefeedback@oum.edu.my

OR

2. Download and fill up the feedback questionnaire from
   URL: http://lms.oum.edu.my/ via myLMS
   and
   e-mail to modulefeedback@oum.edu.my

Thank you.

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(Pusat Reka Bentuk Pengajaran dan Teknologi)

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Fax No.: 03-26978702