



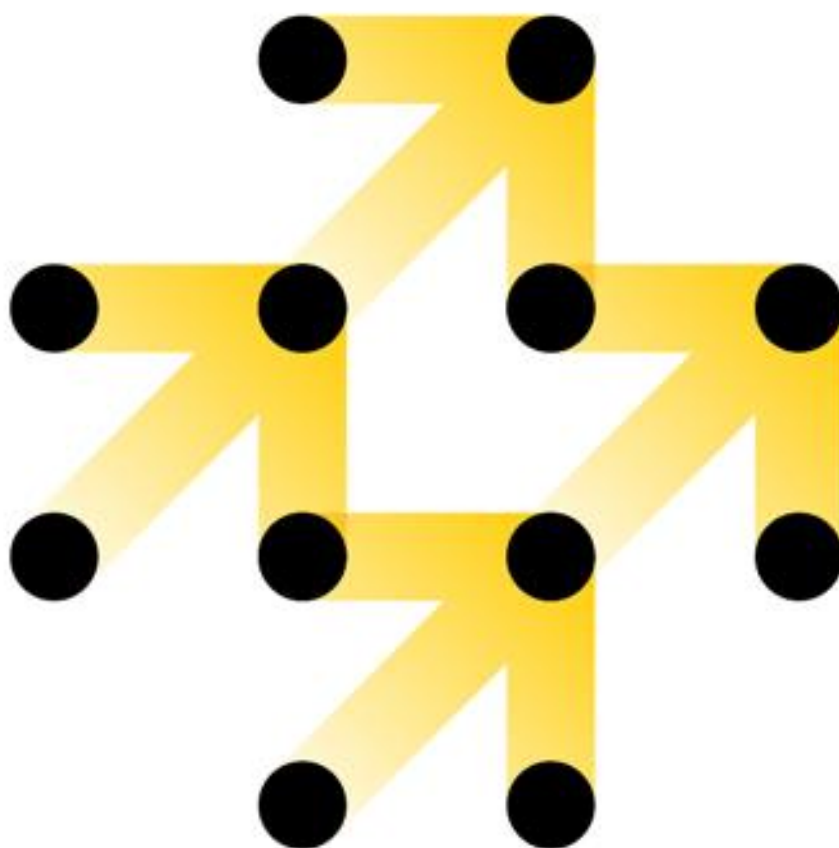
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2014 - 1 - IT01 - KA200 - 002650

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Speak easy



Handbook for Students



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1 INTRODUCING “SPEAK EASY”

1.1 Why use Speak Easy

Have you ever wondered why you don't perform as well as you'd hoped in oral exams, even though you really know your stuff?

The answer is simple: **if you can't communicate effectively, you won't be able to demonstrate that you really know what you've learned.**

In order to perform well, you need a mix of skills blended together in a harmonious and balanced way: the **use of your voice** and **body language, logic and clarity of reasoning, rhythm and narration**, and the **ability to control your emotions**.

Speak Easy teaches you **how to use the most important communication techniques and overcome shyness and fear** when you face an audience. With these skills it is easier to communicate knowledge in an effective way and to improve your performance during oral exams or when giving presentations.

You can apply these skills when:

- preparing talks
- presenting with visuals
- delivering talks in public
- reading in public
- preparing for oral exams
- handling questions during oral exams

Some people say that speaking well and communicating effectively are natural skills. That is not completely true. **Anyone** with the right kind of motivation and a bit of practice **can learn how to speak better in public.**

1.2 How to use Speak Easy

You can access Speak Easy on the website www.explainwell.org, watch the videos, make online exercises or assessment, and use the links to other Internet related resources for further reading.

The assessment is based on **self-evaluation tools**; you can assess what you've learned on your own or with the help of your parents or friends. To assess your communication skills better, **record your presentations with a video camera**,



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tablet or smart phone, and then watch yourself in action: in this way you will get a good idea of how well or badly you perform, and be able to correct and improve your communication skills.

You can either work through Speak Easy chronologically or study the modules that most interest you, in any order you want.



2 HOW GOOD IS YOUR PUBLIC SPEAKING?

How good is your public speaking? Do you feel confident when you're giving a talk or in an oral exam? Do your oral presentations really grab the attention of your classmates and teachers, or do you detect signs of boredom? Or worse, when you look them in the eye, do you get that awful feeling they don't understand what you are talking about?

The first thing to do is to **think about the way other people communicate**.

Every day of our lives we listen to other people talking in a variety of different contexts: during lessons and lectures at school or university, during evenings out with friends, on the television and the Internet, just to mention a few. What was it that you enjoyed and what caused you to switch off?

What do you appreciate most in a talk?

Clarity, speed, creativity, voice, facial expressions, storytelling ability, or the fact that you feel involved?

And what turns you off or gets on your nerves?

People speaking too loudly or too quietly or moving around too much while speaking?
People who don't make eye contact or who always lose track of what they're saying?
Or people mumbling instead of speaking clearly?
Or listening to someone talking about something funny or pleasant but who sound and look as if the family pet has just been run over?

When you have thought about all these positive and negative aspects, try to **analyse your own communication skills** and judge yourself by the same criteria.

If you are not yet aware of how good or bad you are at communicating, you should **start trying to observe yourself more closely**.

With a video camera, tablet or smart phone record an oral presentation on a subject of your choice as if you were at school or university.

Then **watch yourself in action**: in this way you will get a good idea of **how well or badly you perform**, and be able to identify your strengths and weaknesses.



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Complete the check list to identify your your strengths and weaknesses.

SELF ASSESSMENT - STRENGTHS AND WEAKNESSES			
	Strengths ✓	Weaknesses ✓	Things to change or improve
Presenting the content of the talk clearly and logically			
Using your voice effectively			
Clearly pronouncing words, phrases and sentences			
Reading aloud clearly			
Breathing correctly			
Using body language effectively and avoiding nervous gestures			
Having a comfortable and relaxed posture			
Using your facial expression appropriately			
Being confident when talking in front of an audience			



3 PREPARING A TALK

3.1 Preparing a good talk

One of the secrets of giving a successful talk is to **plan it carefully and logically**.

If it is a very **short talk** that only lasts a couple of minutes, you can **write down the complete text, highlight the key phrases** and then, if you don't feel very confident, learn them by heart.

And for **longer talks**? First of all, **prepare a logical structure** that connects all the topics you are dealing with. Divide the talk into three parts: **introduction, development and conclusion**.

It's a good idea to **learn the opening and concluding comments by heart**. A good opening allows you to move on more easily and confidently. And an effective conclusion can leave a positive impression on your audience.

Clarity is essential: **keep your talk simple and direct** and avoid over-complicated language. Always use words and expressions that are natural to you. Use a style and language which is appropriate for your audience.

But above all, plan a **talk that will be easy for you to learn and deliver**.

3.2 The important moments of a talk

"If you start well ..."

Those initial moments will often determine the success or failure of your talk. Your audience must feel that you are prepared, that you know your subject and that they won't be wasting their time if they listen to you.

The best way is to start with an **effective title** that captures the essence of your presentation.

Then **introduce the topic** you are going to talk about, so the audience will be able to follow your talk more easily.

If you want to get your audience's attention, you can start by asking some **rhetorical questions** which you will answer during the course of your talk.

Or, if you feel confident, you can mention a **personal experience** or **tell a short story**.



"Don't lose track of what you want to say"

The easiest way to develop a talk is to prepare a **list of the main points** you will present, in a logical sequence.

You can also use **graphic organizers** in the form of **maps, grids** or **charts** to help you organize your talk. They are an excellent way of showing the logical sequence of the content and the connections between them.

Don't try to squeeze too much into your talk. Deal with the most important issues. And remember: **don't digress from your main theme.**

"All's well that ends well"

All's well that ends well. As long as you haven't performed too badly up to this point, this saying applies to talks as well. The closing section of your talk will often determine the success or otherwise of your performance. Audiences usually remember the last things you say and judge you upon them. At this point, briefly **summarize the main points** you have dealt with. If you decide to express your personal opinion, support it by quoting relevant sources or evidence.

End your talk with something which you want to stick in the listeners' minds. This might be an idea, a message or a solution to a problem.

And try to **leave a powerful, effective final sentence** ringing in your audience's ears.

3.3 Choosing style and appropriate language

When you're planning your talk, you must pay attention to the language you are going to use. Your **style and degree of formality will depend both upon the theme of your talk and your audience.**

At school or university your audience usually consists of teachers and lecturers, and you will be expected to **use the appropriate technical terminology** of your specific subject. The more precise and relevant your language is, the higher you will score.

If they are mostly **non-experts, avoid technical jargon.** At best they will think you are trying to show off. At worst they won't know what you're talking about. In general, it is always better to use simple vocabulary and constructions even when explaining complex ideas. Concentrate on what is strictly necessary for your talk – don't waste words.

And **avoid overly long, complex sentences** which might cause you to lose track of what you wanted to say. So, the **more direct, uncomplicated and concise** you are, the more successful you will be.



3.4 Practice: prepare your talk

Useful phrases: starting your talk

Welcoming the audience	<p>Good morning/afternoon/evening ladies and gentleman Good morning/afternoon/evening everybody Hello/Hi everyone</p>
Introducing yourself	<p>Let me introduce myself, my name is ... I'm in my 4th/last year here. I'm reading (Economics) ... I'm specializing in ...</p>
Introducing the title, topic and sequence	<p>The title/subject of my talk is ... This talk addresses the issue of ... My talk will focus on (the following topics/issues ... Today I'm going to be talking about ... I have divided my talk into three main parts: first I'm going to talk about ..., then I will describe/analyse ..., and finally, I will close with ... My talk/presentation will take about ... minutes</p>
Explaining your aims	<p>The purpose /aim of my presentation is to explain / analyse / describe / report / give an overview of ... I have chosen this topic because ... This topic is particularly important because ... By the end of my talk you will have a better understanding of ...</p>
Getting the audience's attention ...	
<p>- with facts, events statistics</p>	<p>Recent research suggests ... I'm sure you've heard about/that ... According to an article I read recently ...</p>
<p>- with rhetorical questions or by posing problems</p>	<p>Have you ever wondered why ...? What's the point of ... exactly? Why is ... so important Imagine you wanted to ... What would you do if ...?</p>
<p>- mentioning a personal experience or telling a story</p>	<p>Let me tell you what happened to me when ... I remember when I ...</p>



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Useful phrases: developing your talk

Explaining the topic	
- describing the main concept, fact, event, process ...	<p>The most important issue/problem/idea/thing here is ...</p> <p>The data/figures/information available indicate(s) that ...</p>
- indicating different points of view	<p>There are different interpretations of ...</p> <p>Researchers/The experts don't agree on/that ...</p>
- explaining the advantages and disadvantages	<p>This (object/technology/process/material/phenomenon) comes with the following pros and cons: first, ...</p> <p>There are positive and negative sides to this.</p>
- analyzing cause and effect	<p>What are main reasons for this? What causes this to happen?</p> <p>This results in/ leads to</p> <p>As consequence (of) ... , As a result (of) ... Due to ...</p>
-referring to supporting evidence	<p>This proves/shows that ...</p> <p>Recent findings support the view that ...</p> <p>This is backed up by / supported by ...</p> <p>Researchers at ... University discovered that ...</p>
Indicating the end of a section	<p>That's all I wanted to say about this point.</p> <p>So much for ...</p>
Making connections	
- linking different points	<p>This leads neatly to my next point:</p> <p>Moving on to the subject of ...</p> <p>Now let's turn to / consider ...</p>
- referring to previous points	<p>As I said/mentioned before/earlier ...</p> <p>As I've already explained, ...</p>
- adding further considerations	<p>In addition to this, ...</p> <p>Furthermore, ...</p> <p>What's more, ...</p>
- comparing things	<p>Similarly / Likewise, In the same way, In comparison with ...</p>



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Useful phrases: ending your talk

Expressing personal opinions	In my opinion, ... As far as I'm concerned ... My personal feeling is that ...
Making recommendations	I would strongly recommend ... In my opinion, we should ... Let's hope future research focuses on ...
Summarizing	Before ending my talk, I'd like to summarise the main points ... To conclude/In conclusion, I'd like to ... As I mentioned before, the most important points are ...
Ending and inviting questions	That brings me to the end of my talk. Well, that's all I wanted to say about ... Thank you very much for your time. If there are any questions ... I'd be happy to answer any questions you may have.
Finishing effectively	So, if you remember what I said at the beginning of my talk ... To quote a well-known novelist / economist / comedian ... As once said: ...



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Analyse other people's presentations

Why struggle to invent something new if someone else has already done it? An effective way to learn is to see how other people have already dealt with a problem. In your case, this means analyzing how they structured their presentations. Use the following grid to take notes.

How is the theme of the presentation introduced?	
How does the speaker grab the audience's attention?	
How is the talk structured?	
What kind of language is used?	
How does the speaker end the presentation?	



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Prepare your talk

Choose a topic you want to present at school or university. You can use a grid, like the one below, to help you organize your content, but there are other ways (graphic organizers, maps etc.). Use the one that suits you best.

INTRODUCTION	
<i>WELCOMING THE AUDIENCE</i>	
Introducing yourself	
Introducing the title, topic and sequence	
Explaining your aims	
<i>GETTING THE AUDIENCE'S ATTENTION WITH ...</i>	
- facts, events, statistics	
- rhetorical questions	
- personal experience or story	

DEVELOPMENT	
<i>EXPLAINING THE TOPIC</i>	
- describe the main idea, fact, event, process ...	
- indicate different points of view	
- compare advantages and/or disadvantages	
- analyse causes and effects	
- give evidence and acknowledge sources	

CONCLUSION	
Briefly summarizing the main points	
Giving your personal opinion	
Finishing with an effective final sentence	



3.5 Assess your learning: is your talk well-structured?

Use the following checklists to make sure that your talk is well structured.

CHECK LIST – For Vocational Training and Secondary Schools (EQF 3/4/5)			
QUESTIONS	YES	NO	Aspects to change or improve
Does the title capture the essence of my presentation?			
Is there an introduction, a development section and a conclusion?			
Does the introduction grab the audience's attention?			
Is the talk structured logically?			
Is all the content relevant?			
Does the conclusion summarize the main points?			
Is the expression of my personal opinion appropriate for this presentation?			
Is there a memorable final sentence?			



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CHECK LIST – For University (EQF 6)			
QUESTIONS	YES	NO	Aspects to change or improve
Does the title capture the essence of my presentation?			
Is there an introduction, a development section and a conclusion?			
Does the introduction make clear what I'm going to talk about?			
Does the introduction grab the audience's attention?			
Is the content structured logically?			
Are the single topics logically connected?			
Does all the content keep to the basic theme of my presentation?			
Are all the key issues thoroughly and clearly analysed?			
Are statements/ideas supported by appropriate evidence?			
Are all sources referenced correctly?			
Is the subject tackled from different points of view?			
Does the conclusion summarize the main points?			
Does the conclusion contain my personal opinion, with evidence or reasoning?			
Is there a memorable final sentence?			
Is the language register appropriate to the theme, the aim and the audience?			



3.6 Learning resources

Source	Wikispaces
Source title	Graphic Organizers & Visual Aids
Description	Practical examples of graphic organizers. They can be used both to organize content in oral presentations and to write essays in many different disciplines. They include maps, charts, graphs, grids, tables, trees, sequence chains etc.
Link	https://studyskillsforuniquelearners.wikispaces.com/Graphic+Organizers+%26+Visual+Aids
Language	English

Source	Wikispaces
Source title	Study skills
Description	Learning strategies to organize, process, and use information effectively
Link	https://studyskillsforuniquelearners.wikispaces.com/Writing+Resources
Language	English

Source	Text 2 mindmap
Source title	Text 2 mindmap
Description	Free Tool to create mind maps online
Link	www.text2mindmap.com/
Language	English

Source	TED - Technology, Entertainment and Design
Source title	Taylor Wilson: Yup, I built a nuclear fusion reactor
Description	In a 4-minute talk Taylor Wilson describes how, at the age of 14, he built a working fusion reactor in his parents' garage (with transcript).
Link	www.ted.com/talks/taylor_wilson_yup_i_built_a_nuclear_fusion_reactor
Language	English

Source	TED - CERN
Source title	Jamie Edwards: How I built a nuclear reactor at the age of 13
Description	He tells of the obstacles he faced, such as trying to convince his headmaster to order deuterium on ebay.
Link	http://tedxcern.web.cern.ch/video/2014/how-i-built-nuclear-reactor-age-13
Language	English



4 PRESENTING WITH VISUALS

4.1 Why a picture is worth a thousand words

The saying "*A picture is worth a thousand words*" explains exactly why you should give priority to images rather than text when you prepare your slides.

You can deliver your talk more effectively if you **associate the right images with the points you want to illustrate**. Images include photographs, drawings, graphs and videos. People might not remember exactly what you said, but they will remember a powerful, meaningful image.

What's more, **visuals make the speaker and the talk more credible** because the oral message is reinforced and supported by evidence in the form of text and images. If you're explaining how you met the President of the United States, wouldn't a photo of the two of you together add greater impact?

And what about **incorporating physical objects or models** into your talk? They allow you to show more effectively how something works and they can stimulate the audience's interest. If you are talking about bridge design why not make a model and stress-test it as part of your talk? But make sure this "realia" can be easily seen by everybody in the room and that it is not too distracting.

If used well, visual aids can greatly improve your talk but if they are used badly, they can ruin it. So, there are three basic things to bear in mind when choosing visual aids for your talk.

First, **they must add real value to your talk** by explaining your ideas more clearly, by supporting your arguments and by focusing attention on the really important points.

Second, they must **make it easier for the audience to understand your ideas** and to follow your talk.

And, last but not least, they must **help you to remember your talk** and **keep you on the right track**.



4.2 Layout and graphics

There are many different opinions on how you should prepare visual aids. But what we do know is that they must effectively support your talk.

So prepare your slides to follow the **structure of your presentation** and the **sequence of concepts** you want to deal with.

But don't go overboard with slides which display too much content and text. **One slide for each important point** will be more than enough.

Remember that graphs or charts with statistics usually take much more time to explain, and for the audience to absorb, than slides with little information or a single image.

Only display **facts and figures that** you think **are really important**.

If you include text, use **short, simple, direct sentences**.

Include **quotes** or **powerful statements**.

Keep the **layout and graphics simple**. Use a large, clear font and only a few bullet points.

Use **special effects, animations or videoclips** only if they really add something to your talk.

Don't waste your time creating over-elaborate slides with too much detail, or too many images, colours, fonts or animations. They will only distract the audience from what you are trying to say.

Keep it simple at all times!



4.3 Copyright and credits

Your slides and visual aids may incorporate text, photos, videos or graphics which you've taken from the internet or other sources. In this case you must make sure in advance that they are **copyright-free** and in any case **credit the source**. If they are not, you must **ask the owner for permission** to use them.

You can't simply copy and paste materials written by others and then publish or post them on a webpage or on social media. If you do this, a quick internet search will reveal what you've done and you may be **accused of plagiarism**. You will be **guilty of copyright infringement** and the owner could demand compensation.

If you use copyright-free materials, you should in any case **credit the source and the author**. There are at least three good reasons to mention where the material came from:

First, it is ethically right to acknowledge some else's work.

Second, anyone in the audience who is interested in your topic will be able to find the materials you used.

And third, referencing reliable, authoritative sources gives your presentation more credibility.

4.4 Avoiding trouble with projectors, PCs and internet connections

Has your presentation ever been ruined because the equipment failed to work properly?

You couldn't connect your PC to the projector? The image resolution was bad? Or you couldn't access the Internet? And there's you standing in front of an audience who are thinking "why on earth didn't they check this out before?"

I'm sure you remember exactly how desperate you felt. And if it's never happened to you, make sure it never does!

So, when you're planning a talk with visuals, **check out the venue and all the equipment** you will need. Check that your **computer is compatible with the projector**. Make sure the **remote and the laser pointer** work properly.



If you need an Internet connection, make sure that you can access it and, if necessary, ask for a user ID or password to log in.

If possible, do a final check and project your slides onto the screen before the presentation. Check that they can easily be seen by everyone in the room. That way you can forget about the equipment and focus on your talk and your audience.

And always **have a backup plan**, because if the technology lets you down, you must be prepared to use your Plan B and deliver a good presentation without visual aids!

4.5 Presenting a talk with visuals

The most important thing to remember when presenting with visuals is that **you** must always be **the centre of attention**. While you're talking, the audience should be focusing on you and only switch their attention to your slides when you indicate that they should do so.

For this reason you must make sure that the **visuals tie in with your talk**. Display them only while you're referring to them. Decide and practise in advance what you are going to say for each slide. In this way you will be able to glance at each slide and know exactly what to say.

Don't read straight from slides and **never ever speak with your back to the audience**: in other words always aim to **maintain eye contact** with your audience.

If you want to be free to move around, use a remote control to change slides, so you don't have to be near the computer.

And one last suggestion: if you want to give the audience **handouts**, wait until the end of the talk. If you don't, everybody will be looking down at their handouts rather than looking at you and may lose track of what you are saying.



4.6 Practice: prepare your visuals

Kinds of visuals and their uses

	To be used when you need to:
Photographs and drawings	explain a concept, an idea or a process
Graphs	display numerical information and statistics
- line graphs	show changes and trends
- pie graphs	show distribution patterns
- bar graphs	compare data
Charts	summarize data in a list
Info Graphics	communicate complex data through the use of attractive, dynamic diagrams that facilitate understanding
Videos	show or explain something more quickly and efficiently than words or graphics allow
Realia (physical objects and models)	show how something works stimulate the audience's interest



Suggestions for the layout and graphics

Storyboard	Base it on the structure of the talk and choose:
- for the introduction	- one slide to get the audience's attention - one slide which gives the outline of your presentation
- for the development	- slides presenting data, facts etc. , highlighting the most important points
- for the conclusion	- one slide with a strong message and a lasting impact
Talk and visuals	Decide what you will say for each slide you show
Timing	Calculate about 1/2 minutes for each slide
Graphic consistency	Adopt same layout, colours and font for all the slides
Space	Aim for a balanced layout of text, pictures, graphs etc. Blank space is good. And remember "less is more".
Font	Use a large font size (no smaller than 30pt) Only use fonts (like Arial or Gill Sans) which are easy to read Don't use complicated fonts or write in capital letters
Colours	Make sure there is a clear contrast between the lettering and background, and Use a dark background with light-coloured text for dark rooms, a light background with black or dark-coloured text for rooms with all the lights on Don't use red/green or blue/green combinations Use different colours to differentiate key points/items (e.g. red=dangerous; green=safe)
Background	Use one colour only Avoid background pictures, logos or patterns that might distract the audience
Text	Use short, simple, direct sentences Review grammar and spelling
Bullets	Include no more than 6 lines per slide Write key words, not sentences
Images	Don't choose images that might offend the audience or be misunderstood by people from different cultures or religions
Animation	Use it only if it helps communicate your message better. If it doesn't make your ideas clearer, don't use it.
Copyright	Observe copyright laws when taking materials from the internet, by crediting sources and authors



Useful phrases: referring to visuals

Introducing the first slide of a talk	The first slide summarizes the main points of my talk This slide introduces the theme of my talk
Introducing slides	Moving on to the next slide ... Now let's look at the next slide, which shows ... This graph/chart/photo shows/illustrates/proves ... This slide illustrates / focuses on / gives an overview of ... In this slide you can see data/figures/information indicating ... As you can see here ...
Explaining slides	First, let me explain ... You can see that the different colours represent ...
Highlighting information	I'd like to stress / highlight /emphasize / the following points ... Can I draw your attention to ... ? The essential point here is ... If we look more closely at ...
Describing position on the slide	The figures/data on the left / on the right / at the top / at the bottom / in the middle ... In the top right corner / in the bottom left corner
Explaining cause and effect	The figures /data displayed on this slide show why ... As shown in this slide, the causes are to be found in ...
Describing photographs and drawings	Look at this picture/drawing. It shows ... This picture/drawing represents ... I have chosen this photograph because ...
Describing graphs	This graph shows the rise / fall in ... This graphs shows the distribution of ... This graphs compares ...
Describing charts	This chart summarizes the most important data for ... This chart highlights the results of ...
Introducing the last slide	In the last slide I have summarized the main points of my talk The last slide shows the final results of ... And in my final slide you will find my suggestions / recommendations for ...
Realia (objects and models)	I brought this ... to show you how ... works. Have a look at this ... Can everybody see this ... ? This is what a completed ... looks like.



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Prepare your visuals

Now prepare your visuals for a talk you want to give at school or university. Before starting, **plan the sequence of the slides** and **decide what you will say** about each one. In the left hand column **make a note of the contents** (photos, graphs, charts, etc.) you are going to include; in the other column **write the text or the key words of your talk**. In this way, you will know how to talk about each slide (see the attached examples below).

After that, you can **create the layout of your slides** and fill them with whatever short pieces of text or images best support your talk. Choose the software or cloud application you feel most comfortable with.

DESCRIPTION OF THE CONTENTS OF YOUR SLIDES	THE TEXT OR KEY WORDS OF YOUR TALK
Introduction: Get the audience's attention and summarize the contents	
<i>Slide 1</i>	
<i>Slide 2</i>	
Development: Display the facts, data, etc.	
<i>Slide 3</i>	
<i>Slide 4</i>	
<i>Slide 5</i>	
<i>Slide ... -</i>	
Conclusion: Summarise the main points of your talk and end with a strong message	
<i>Slide ... -</i>	
<i>Slide ...</i>	



4.7 Assess your learning: structure, layout and graphics

Use the following checklists to make sure your presentation will work.

CHECK LIST			
QUESTIONS	YES	NO	Aspects to change or improve
Have you calculated the time necessary to present the visuals?			
Have you prepared a comment for each slide?			
Have you checked the equipment? PC, projector, internet connection?			
Is there a slide to introduce the theme of your talk?			
Are the visuals large enough to be seen clearly by everybody in the room?			
Have you used the same layout and graphics for all your slides?			
Is there a clear contrast between the lettering and the background?			
Is the font large enough to be read easily by all the audience?			
Are there no more than 5/6 bullet points on any of your slides?			
Do the photos, graphs, charts and other images really support your talk?			
Are the images and text easy to understand?			
Is there a final slide with a concluding message?			
Have you made sure you are not infringing copyright?			



4.8 Learning resources

Source	TED TALKS
Source title	Bill Gates: Mosquitoes, malaria and education
Description	Bill Gates brings mosquitos on stage and frees them: that is an effective example of using "realia" during a talk.
Link	http://www.ted.com/talks/bill_gates_unplugged
Language	English

Source	Mindtools
Source title	Creating Effective Presentation Visuals
Description	Article with useful hints and suggestions on how to use visual aids
Link	www.mindtools.com/pages/article/creating-presentation-visuals.htm
Language	English

Source	Prezi
Source title	Prezi
Description	Cloud-based presentation tool
Link	https://prezi.com/
Language	English

Source	University of Southampton
Source title	Acknowledging knowledge: An academic guide to referencing
Description	A useful guide developed by the University of Southampton which explains how to credit sources and authors.
Link	www.southampton.ac.uk/uni-life/learning-teaching/skills-guides.page
Language	English

Source	Stanford University Libraries
Source title	Copyright and Fair Use
Description	Website completed dedicated to copyright.
Link	http://fairuse.stanford.edu/overview/
Language	English



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Source	Creative Commons
Source title	Creative Commons Website
Description	Creative Commons offers a copyright licence system which allows you to share and use materials in a flexible way. There is also a search engine that can help find copyright free resources in the Internet.
Link	https://creativecommons.org/about
Language	English

Source	Microsoft
Source title	Connect to a projector (applies to Windows 7)
Description	How to connect to a projector
Link	http://windows.microsoft.com/en-ph/windows7/connect-to-a-projector
Language	English

Source	University of Maryland
Source title	How to Connect your Mac to a Projector
Description	How to Connect a Mac to a Projector
Link	http://www.arch.umd.edu/tutorial/how-connect-your-mac-projector
Language	English

Source	SlideShare
Source title	SlideShare
Description	Website where you can share your slides in a professional community. Here you can find lots of excellent presentations.
Link	http://www.slideshare.net
Language	English



5 BREATHING TECHNIQUES FOR PUBLIC SPEAKING

5.1 Why is breathing so important in public speaking?

If you ask actors to name the most important techniques they use in their jobs, “breathing” will be high on the list.

In the same way, breathing correctly plays a key role in public speaking.

Breathing properly allows you to considerably **improve the power and sound quality of your voice**. It helps you modulate your voice more easily, and to get the right pace and pitch. And it also means that you can pause more effectively.

Deep, regular breathing reduces tension. You feel more confident and can focus better. Controlled breathing will help you cope with criticism better, deal with tricky questions and argue your point.

Delivering a talk demands many skills, but perhaps the starting point is knowing how to breathe properly. And just like other skills, it’s something you can learn.

So, if you want to speak effectively in public, make sure you practise your breathing. Not only when you are speaking, but also when singing, doing sports or other physical activities. You will soon realize that if you can control your breathing, you will perform better when you are giving talks, too.

5.2 Breathing correctly

If you want to learn how to breathe properly, **correct posture is essential**.

No, don’t stand like that! You are not a sack of potatoes. Stand up straight, no, not so stiff you’re not on the parade ground! Relax, stand with your weight equally on both feet, with your knees relaxed.

Bring your pelvis forward, straighten your back and release the tension from your shoulders. You mustn’t look at the floor, nor at the ceiling. Look straight ahead of you. Ok, that’s much better!

Now let’s see how to breathe properly. Put your hand on your stomach. No, not there, a bit higher. That’s right. Always **breathe in through your nose**. Fill your abdomen



with air. You should also feel your hand move forward a little. Hold your breath for a moment. **Breathe out slowly through your mouth**, tightening your abdominal muscles. Your breathing should be slow and deep. Ok, that's fine.

5.3 Breathing and talking

Before starting your talk, take a deep breath. You must feel you have enough air in your lungs. **Breathe out as you speak your first words and pause briefly between each sentence and refill your lungs.**

Don't speak too fast or you'll run out of breath and oxygen won't get to your brain. You'll start to feel dizzy and you'll lose track of what you were saying.

Don't be afraid to take longer pauses than you are normally do. They allow you to breathe deeply. They help you relax and release tension. They give you time to think about what to say next. And to choose the best words. They add a dramatic quality. And your audience might even think that you're reflecting deeply on what you are saying.

Practise reading some texts out loud and every time you are in trouble because you are out of breath, take a long pause, and breathe deeply just like a swimmer before diving into water.



5.4 Practice: breathing techniques

An effective way to learn and practise breathing exercises is to see some practical examples. **On YouTube**, there are lots of videos which teach you how to breathe properly. Just search for “**breathing techniques**” and you will find lots of tutorials which are useful not only for public speaking, but also for singing, sports or other physical activities.

5.5 Assess your learning: are you breathing effectively while speaking?

Use the following checklist to see whether you are breathing effectively while speaking.

CHECK LIST			
QUESTIONS	YES	NO	Aspects to change or improve
Do you breathe in through your nose?			
Do you expand your abdomen while you breathe in?			
Do you keep your shoulders still while you breathe in?			
Do you breathe out through your mouth?			
Do you contract your abdominal muscles while you are breathing out?			

5.6 Learning resources

Source	Royal National Theatre UK
Source title	Vocal warm-up - Breathing
Description	Online lessons produced by the National Theatre on breathing techniques in acting. They are very useful for everyone who wants to improve their speaking skills.
Link	http://www.nationaltheatre.org.uk/video/vocal-warm-up-1-breathing
Language	English



6 USING THE VOICE

6.1 Your voice is you

When you telephone me, I can't see you, but I instantly recognize your voice. **It's our voices that best represent us.**

The **voice**, and how we use it, **can have a greater effect on the listener** than the actual words you are using.

Just like clothes have to fit your body, so your voice has to fit the meaning of the words you are saying. If you say something funny, your voice should sound happy; if you say something sad, your voice must sound more serious.

You can't say "Oh, that was the most amazing thing that's ever happened to me!" in a voice from beyond the grave.

Use your voice to **generate the emotion appropriate to what you're saying**. The listener must sense that it is what you really think. If you fail, you will sound fake and unconvincing.

Above all, **avoid speaking in a monotone**. If you don't vary your tone, rhythm and volume, nobody will enjoy listening to you.

While correct **use of the voice** is important in all areas of our lives, **in public speaking it's indispensable**. As with other skills, we can all learn how to improve the quality of our voices. It doesn't require too much effort and you can find hundreds of situations in which to practise. When talking to your friends, family or, if you prefer an uncritical audience, your pet!

6.2 Speak up please!

Just as you are getting into a talk, someone from the back of the audience calls out: "Speak up please! We can't hear you!" Really annoying, isn't it?

You have prepared everything fine, you are focused, relaxed, and suddenly things have started to go wrong. What's more, when you continue, your voice starts trembling, you sound nervous and unsure of what you are saying.



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To avoid this, **learn how to empower your voice**. You have to **get the right volume**. Be aware of how loud you normally speak. **Practise with someone**. See whether they can hear you, not only close up, but also from further away.

You'll have to **adjust your voice until they can hear you clearly**. And do it without sounding like you're shouting. In this way you will discover how far your voice will carry.

6.3 Putting life into your words

You have prepared a really good talk. An interesting topic for your audience, well put together, with some memorable bits and some clever quotes, all accompanied by some stunning visuals.

Well, **how** on earth **could you ruin all this good work**?

Easy! Just **by talking in a flat, monotonous voice without any intonation**. The secret is to **change the pitch and intonation of your voice**. They make your voice more expressive. Just like when you sing, you should make use of a good range of notes, from high to low.

And try to **use different types of voice** according to what you're saying. There are times when you are giving simple facts and your **voice must be clear and authoritative** or other times when your voice will be **richer and fuller** when you're describing something you feel passionately about.

During a talk, put some music into your words, and people will listen to you more willingly.

6.4 The sound of silence

What does a talk or speech consist of? Words, of course, built up into phrases and sentences. And that's all? Absolutely not! I think you've forgotten pauses. And **pauses often have the same value or power as words**.

There are different types of pause that can be used in a variety of ways to achieve different ends. First, **we use pauses as punctuation**. These pauses tend to be brief and they signal the beginning and the end of a phrase or sentence.

Then there are **longer pauses**. Used before we begin a new sentence, they give the impression that what's coming next is important. Actors use longer pauses to increase



the dramatic or comic effect to what they are about to say. Longer pauses might also mean that you have finished a section of your talk. Or that you want your audience to reflect on what you have just said. In other words these **longer pauses are used for emphasis**.

And remember! Deliver your talk without pauses and your audience will give up after a few minutes.

6.5 ... Uh ... Er ... You Know ...

We don't want your presentations to be too stiff and formal but at the same time you're not chatting to a friend at the pub! Expressions like um ... erm ... uhuh ... you know ... sort of, etc. are natural features of all informal dialogues. And some of these "fillers" also have a place in talks and presentations. For example, if someone disagrees with you, it's perfectly normal to reply "Er ... that's a very good point."

They often have specific jobs to do, like "Right" when you signal you're starting or "Well" to show that you're about to give a contradictory or negative response .

In formal writing teachers tell you not to start sentences with "And". But even in formal speaking it's perfectly normal to move on to your next idea with "And..."

However, as with any techniques, it is a big mistake to overuse these sounds or phrases. Getting family and friends to listen to you, and recording yourself, will help you identify any words or expressions that you use too often. Make a "blacklist" and start trying to use them less or cut them out altogether.

Remember, "silence is golden" so **when you finish a sentence or a long section, just keep quiet. And pause**. The audience will appreciate it!



6.6 Practice: how does your voice sound?

There is a very easy way to improve your voice: **get used to listening to it**. You must **be aware of the sound of your own voice**. So, every time you have to prepare a talk or an oral exam, **record your voice and listen to it**. Or choose some literary texts, like a poems poems or a piece of prose, to read aloud and record. **Speak or read in a loud voice as if you were in front of an audience** in a large space. Only then will you have a chance to understand what isn't quite right and make any necessary changes.

6.7 Assess your learning: are you using your voice effectively?

Listen to your recordings and use the following checklists to make sure that you are using your voice effectively

CHECK LIST			
QUESTIONS	YES	NO	Aspects to change or improve
VOLUME			
Is your voice loud enough for it to be heard clearly?			
tone			
Are you varying your tone of voice?			
PACE AND RHYTHM			
Are you speaking at the right pace? Not too fast, not too slow, but in sync with what you're saying?			
Are you varying your pace and rhythm?			
Are you pausing appropriately?			
PRONUNCIATION			
Is your pronunciation clear and correct?			
USE OF... Uh ... Er ... And ...You Know...			
Are you limiting your use of "filler" expressions and noises like er... and um....			



6.8 Learning resources

Source	Royal National Theatre UK
Source title	Voice
Description	Online lessons by the National Theatre which teach you how to use voice for acting. They are also very useful for anyone who wants to improve their speaking skills.
Link	http://www.nationaltheatre.org.uk/backstage/voice
Language	English

Source	BBC
Source title	The trip
Description	Two well-known British actors, Steve Coogan and Rob Brydon, show their extraordinary vocal skills based on improvised talks while driving around the north of England and eating in top restaurants. .
Link	http://www.bbc.co.uk/programmes/b00vsvv5/clips
Language	English

Source	YouTube
Key words	Using voice techniques for public speaking
Description	On Youtube there are a lot of useful tutorials that teach how to use voice effectively for public speaking.
Link	www.youtube.com
Language	English



7 USING BODY LANGUAGE

7.1 Body language

We all know that it's not only our words that people react to, but also our body language. **We can often understand what a person is thinking or feeling simply by looking at their face.**

We can tell if someone is happy, sad, confused, bored or angry. We don't need words. We already know.

What's more, we **can also sometimes detect if someone is not being sincere** when there is a mismatch between the words they are using and their facial expression or body language.

So, people will not only be listening to your words, but they will also be picking up on all these other signs and being affected positively or negatively by them.

You might think that your body language merely reflects your state of mind and how confident you feel, but it seems that the opposite is also true: your **posture may** not only influence other people's perceptions of you, but might also **empower or inhibit your own self-confidence.**

7.2 Looking at the audience

When you are talking to someone, where do you usually look? Down at their feet? Somewhere above their heads or over their shoulders? Or beyond them to a distant point on the horizon?

To establish real communication you have to make eye contact, otherwise people will soon stop listening to you.

At first, start with the people who are closest to you, or people who are already looking at you. And don't forget your teachers or examiners. And when you have to say something you want the audience to pay special attention to, pause briefly and look at them. In this way you will create a little suspense and your listeners will be even more interested in what's coming next.



And finally, when you've finished your talk, quickly look around the whole audience and thank them for their time before leaving the stage.

7.3 What do I do with my hands during a talk?

Yes, what do I do with my hands during a talk? It's a good question. I don't know about you but it's always been a problem for me.

Unless you're demonstrating primate behaviour **it's not a great idea to scratch your head or other parts of your body**. You might say "well, I'm hardly likely to do that, am I?" but you'd be surprised how often people are unaware of what they are doing with their hands and fingers until someone points it out.

However, **consciously using your hands to accompany your talk is fine**.

For example, you can use your fingers to **present a list of important points or a sequence of activities**. Use your hands or fingers to **reinforce the description of something small**. Or **spread out your arms** if you are describing something huge.

Remember, **you speak not only with words, but also with your body, especially with your hands**. Effective gestures can have a significant impact on the audience.

So learn to control your hand gestures. It is not so hard and your talk will benefit greatly.

7.4 Moving on the stage

Move according to the available space.

The physical space in which you give your talk may be quite limited, so you should restrict your movement to **changes of posture, hand and head movement**.

If there is enough space, use it to move or change position during the talk.

When you pause, take a couple of steps and then start speaking again.

Or, if you want to stress the importance of what you are saying, **move slightly closer to the audience** and build a closer physical rapport with them. They will definitely pay you even more attention.



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Sit, or better, stand up straight. But keep it natural. You must feel at ease with your posture.

And whatever you do, don't stand anywhere you can't be seen by any members of the audience.



7.5 Practice: how do others perceive your body language?

An effective way of getting to know your own body language is to watch yourself when you speak. So, whenever you're preparing a talk or an oral exam, **practise in front of a mirror or, even better, video it.** In this way you will be able to detect some unconscious gestures that you should avoid during a talk in front of an audience.

Let's face it. Almost everyone's got their own nervous tics, big or small. Like wringing their hands, playing with their hair or scratching an ear. Or doing the opposite - standing absolutely stock still for fear of moving anything!

If you want to discover what others like or dislike about your body language, **ask your parents or a friend to watch you during a rehearsal and give you feedback.**

7.6 Assess your learning: are you using your body language effectively?

Watch your video and use the following checklist to make sure that you are using your body language effectively.

CHECK LIST			
QUESTIONS	YES	NO	Aspects to change or improve
FACIAL EXPRESSION			
Is your facial expression in sync with what you are saying?			
POSTURE			
Are you standing up straight, with your shoulders back and your head held high?			
HANDS			
Are you using your hands to accompany specific parts of your talk?			
MOVEMENTS			
Are you avoiding distracting or nervous movements with your hands?			
Are you standing without continuously switching your weight from side to side?			



7.7 Learning resources

Source	TED TALKS
Source title	Your body language shapes who you are by Amy Cuddy
Description	Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how “power posing” — standing in a posture of confidence, even when we don’t feel confident — can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success.
Link	https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
Language	English



8 READING IN PUBLIC

8.1 What's easier: reading or speaking in public?

Is it easier to read in public or speak without a full script?

Many of you will immediately say "reading". You've got everything written down, you don't need to remember anything and you can hide behind a lectern or a table without caring too much about the audience.

But from the audience's point of view **listening to someone reading in public can be a real nightmare.**

One problem is that it can be **hard to maintain a bond with your audience.** You spend the whole time looking at your script rather than the audience. It's like speaking to someone without looking them in the eye.

What's more, **written text is usually more complicated** and structured than spoken language. It demands more attention and effort from the listeners.

So if you want to involve your audience in what you're reading, you have to employ some specific techniques. The good news is that they are not particularly difficult to learn.

Just **think about how you would read a bedtime story to a small child.** If you think you could do that, then with a bit of practice you should have no trouble reading aloud to other kinds of audience.

8.2 Preparing a reading in public

When you prepare a text to read aloud to an audience, **print it out in a large font size,** so it is easier to read and you won't lose your place.

If your reading includes a number of different points, make sure it's **split into different paragraphs.** In this way you know that at the end of each paragraph you have to pause a little longer.

But sometimes we also have to pause at the end of sentences or phrases. **Mark the points where you have to pause.** These allow you to get your breathing right too.



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Underline those words or phrases that you have trouble pronouncing and practise saying them correctly. You don't want to risk having to repeat yourself when you are doing it live.

And finally **write some key words and phrases in bold**. This is to remind you that they are important and that **they need emphasizing**.

8.3 Reading in public without sending everybody to sleep

Maybe I don't need to tell you this, but everybody should be able to see you. If not your body, then at least your face.

Obviously, we all like to look at the face of the person we are listening to. So, don't forget to **adapt your facial expression to what you are reading**. A happy face when you read something funny, serious when sad and so on.

While reading, **try to look at the audience for as long as you can**. And if you're worried about losing your place on the page, use this trick: lift your eyes from the page and raise your head when you're coming towards the end of a sentence. It's easy and looks professional.

Keep your head straight when you read. This position allows your voice to be more audible by the audience. Volume is very important, especially since you may well not have a microphone. A good piece of advice is to place your script in such a way that you don't have to move your head.

Obviously, you want your audience to be involved in what you're reading. But that sense of involvement has to start with you. You must **be involved in what you're reading**. It might be a poem, a report or some technical stuff, it doesn't matter what. The audience must get the feeling that you are fully committed to what you are reading.

And finally, perhaps even more than when you give a talk, you must **exploit all the potential of your voice**. **Vary the tone and give rhythm** to your reading. And whatever you do, don't go on and on in a monotone.

And finally, **take it easy and don't read too fast**. Remember to take pauses. Otherwise the audience won't be able to keep up with you.



8.4 Practise your reading

Prepare a suitable text and then get some practice. Remember to:

- use a large, clear typeface and wide margins
- split the text into paragraphs
- highlight key or important phrases
- mark the points where you want to pause and look a bit longer at the audience

Then **practise aloud until you are pronouncing everything correctly**. After you've read it through a few times, **start trying to take your eyes off the text and look up towards the end of sentences**. In this way you will probably memorize whole chunks without even realizing. And remember to **change your tone of voice, rhythm and speed according to the content**.

8.5 Assess your learning: how good are you at reading in public?

If you want some feedback, video yourself reading and use the **check list** to improve your performance.

CHECKLIST – For Vocational Training and Secondary Schools(EQF 3/4/5/6)			
QUESTIONS	YES	NO	Aspects to change or improve
Is your pronunciation clear?			
Are you reading loud enough?			
Are you varying your tone of voice?			
Are you varying the speed?			
Are you breathing correctly?			
Are you looking at the audience?			
Do you sound interesting and engaging?			
Does your facial expression change according to what you're reading?			



8.6 Learning resources

Source	YouTube
Key words	Reading aloud, reading techniques, reading and narrating
Description	Look for resources, videos and examples of famous actors who show how to read effectively in public.
Link	www.youtube.com
Language	English



9 HANDLING QUESTIONS AND STATING MY CASE

9.1 ASHQ

ASHQ stands for the Advanced Strategies for Handling Questions. Never heard of it? Well that's probably because I just made it up. It's a key part of your preparations, though. **You must know your audience**, consider who they are and guess what they may want to hear. Do this and **try to predict what their moves might be** and you MAY be able to **deal with enemy no.1: the UNEXPECTED QUESTION!**

It is a little bit like being the coach of a sports team preparing the tactics for the BIG MATCH. First of all, it's important to **know who will be out there facing you**. So do a bit of intelligence work. Study your "opponent" in advance.

In an oral exam, you should think about your teachers or other members of the examining board. As they will be your judges, you must **be aware of what they expect from you** in terms of quality and quantity, and from your performance, in other words how you communicate your knowledge.

Teachers are all different, with their own preferences and pet hates. There are those who like to hear exactly what they taught you. Others who prefer students who express their own personal opinions, or present new and different things. Then there are those who like it long, or others who easily get bored, unless you're precise and concise and cut out the needless "waffle".

So, if your goal is to get a good mark, try to imagine what the audience wants and get on the same wavelength.

9.2 Bluffing won't work

Questions will obviously vary greatly, according to the questioner, the context and what is expected of you. At school or university you might have to answer questions on things you know really well and others which you're totally unprepared for, and face questioners who are either firmly on your side or a bit antagonistic.

Sympathetic teachers will probably give you clues and suggestions. More demanding or antagonistic teachers will, of course, never be satisfied. But **never lose your cool**. Focus on what you know and try to be as thorough and comprehensive as you can.



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And, **whoever is in your audience, never try to give the impression you know something when you don't.** People can almost always tell. Especially teachers.

In the course of your talk, some people might want to interrupt and ask questions. They probably just want to know a bit more about the subject and this is usually a sign that your talk is arousing their interest.

Never avoid answering questions because you will inevitably lose credibility.

If you are unsure exactly what they want, ask them to repeat or clarify the question. It will give you a bit more time to prepare your answer.

And remember, if you really don't know the answer, say so and promise that you will do a little further research. That is ALWAYS better than trying to pull the wool over your examiners' eyes.

9.3 Fighting your corner

People love a good argument, whatever the subject. It seems to be part of human nature. For this reason you must **be prepared to deal with disagreement** from an audience that is there to judge your work, research findings or points of views on a specific subject.

In this situation questions are designed not to seek clarification, but to evaluate and criticize your points of view. So try to be aware of the potential strengths and weaknesses of your ideas, and to predict the questions you may be asked.

There are probably **three kinds of objection** you might face:

First there is **fair criticism** that reveals weaknesses in your work or facts that you cannot dispute. Accept the criticism and thank the questioner. Point out that it will help you to correct and improve your work.

Then come those **objections that are not based on proven facts**, but which are simply the questioner's own opinion. These are legitimate but cannot affect the correctness of your work. Politely disagree, say why you think you are right and support your position by citing facts and reliable sources.

Sometimes you will have to deal with **objections which are irrelevant or off-topic.** Just point out that, even though the criticism is interesting, it has no relation to your presentation and so you are unable to answer.



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And remember, even in situations where someone is trying to give you a hard time, **always keep calm and behave professionally**. It is what the audience expects from you, even though they may not agree with all your ideas.



9.4 Practise: defend your position!

Dealing with questions - useful phrases

Asking to repeat or clarify questions	<p>I'm afraid I didn't quite catch that.</p> <p>I'm sorry, could you repeat your question, please? I'm not sure I understood correctly.</p> <p>What do you mean by ... exactly?</p> <p>Before I answer, could you clarify what you mean by ...</p>
Rephrasing questions	<p>So, you mean ...?</p> <p>So, if I've understood correctly, you would like to know ...</p> <p>Let me make sure I correctly understood. Are you asking ...?</p>
Admitting you don't know	<p>I'm sorry, I don't know that off the top of my head.</p> <p>Sorry, I can't answer that. I didn't cover that in my research.</p> <p>I'm afraid I don't have that information but I can find out ...</p>
Thanking for questioning	<p>I'm glad you asked me that.</p> <p>Thanks for that question. It helps to clarify ...</p> <p>That's a very good question. Perhaps I can answer by saying ...</p>
Continuing after an interruption	<p>Right, as I was saying ...</p> <p>Now, what was I saying? Oh yes, I was telling you about ...</p>



Making my point - useful phrases

Responding to objections and criticism	You're right there. That's an interesting point. Perhaps I'll have to reconsider my views on ... Thanks for pointing that out. I'll make the necessary changes. Yes, it has been claimed that However, I think that ... I'm not sure that's a fair criticism, because ... Sorry, but I don't quite see what that has to do with my presentation/work.
Agreeing	Yes, and ... That's a very good point I agree with that, and what's more ... Absolutely. I couldn't agree more.
Disagreeing	Yes, but ... I'm not sure that's right. Sorry, but I can't agree with you because ... I see things a little differently. I think we'll have to agree to disagree.
Defending your point of view	The data I've presented comes from very reliable sources. My point of view is supported by the research / survey carried out by ... / by the report published by ... This is a personal point of view based on my own experiences.



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Defending your position

Starting with each of the points you are dealing with in your presentation, try to think of the questions the audience might ask. Use the grid below to list the potential objections and your answers.

LIST OF YOUR POINTS	OBJECTIONS	YOUR ANSWERS
Point 1		
Point 2		
Point 3		
Point 4		
Point 5		
Point ...		



9.5 Assess your learning: are your arguments properly supported?

Use the following checklist to make sure that your arguments are properly supported.

CHECK LIST - For University (EQF 6)			
QUESTIONS	YES	NO	Aspects to change or improve
Does your talk offer a clear opinion on the issue you are dealing with? And ...			
... have you made this clear at the start of your talk?			
Are all points supported by appropriate evidence?			
Have you referred to opinions and theories which contrast with my own?			
Are there any counter-arguments that might weaken your main thesis?			
Have you considered how to deal with those counter-arguments or objections?			
Are all sources referenced correctly?			
Does the conclusion contain your personal opinion, with evidence or reasoning?			



9.6 Learning resources

Source	BIRMINGHAM CITY UNIVERSITY – CENTRE FOR ACADEMIC STUDIES
Source title	Academic writing – 1.15 Developing an argument
Description	Brief guidelines that explain how to develop an argument
Link	http://library.bcu.ac.uk/learner/writingguides/1.15.htm
Language	English

Source	MindTools
Source title	Managing Presentation Nerves
Description	Useful article about managing nerves before a talk
Link	http://www.mindtools.com/pages/article/PresentationNerves.htm#.VY0v3OxQcmU.email
Language	English

Source	Monty Python YouTube channel
Source title	The Bridge of Death - Monty Python and the Holy Grail
Description	King Arthur and the Knights of the Round Table have to answer three questions in order to be allowed across the Bridge of Death alive
Link	https://www.youtube.com/watch?v=cV0tCphFMr8
Language	English

Source	Monty Python YouTube channel
Source title	Argument Clinic - Monty Python's The Flying Circus
Description	Classic funny video clip about arguing
Link	https://www.google.it/#q=ARGUMENT+MONTY+python
Language	English



10 PREPARING FOR THE BIG DAY

10.1 Those five minutes before you start

Still five minutes to go and then it's your turn. Got butterflies? Well, don't worry too much. It's perfectly normal to be nervous. But you can learn to keep all these feelings under control. *But how?* First take a deep breath. That's usually a good thing to do anytime you feel stressed. Then, focus on your talk. And imagine you are merely about to do a final rehearsal. The situation's the same. Nothing's changed. You've already done it successfully so many times. You know how to start, you know all the different points you have to deal with and you know how to end.

So what is the problem? Scared of facing an audience? You shouldn't be! They are on your side. They all want you to do well. So, don't disappoint them.

10.2 Rehearsing out loud

I don't need to tell you that **you have to practise your talk in advance if you want to deliver it successfully**. You already know that. But I can give you some useful tips on how to practise it effectively.

The most important thing is to be able to immediately assess your performance while practising.

First, **try practising in front of a mirror**. In this way you should be able to get the right posture and correct or eliminate any inappropriate facial expressions or body movements. And you will also start feeling more comfortable with your whole body.

Second, **record your practice sessions** with a video camera and then have a look at it. Assessing your performance in this way allows you to make any necessary changes and then you will start feeling more confident of your abilities and any fears and doubts will fade away.

And finally, like theatre companies before the premiere, **do a final dress rehearsal**.

If you want feedback, do it in front of a selected audience, parents, sisters or brothers, or your friends.



10.3 On stage!

It's your turn. They call you in. Don't walk too fast or too slow. Walk in confidently. Be ready in case someone wants to shake hands with you.

Check the microphone works, if there is one, and **do a quick voice check** to make sure the audience can hear you.

If you're showing visuals, **make sure the equipment works**. It doesn't? No power? No internet connection? Technician on a coffee break?

No problem (well, actually it is a huge problem, but anyway ...), **use your back-up plan**. Tell the audience that it's a pity they won't see your beautiful slides, but that you'll hand out photocopies later, after the talk.

So, now you've got everything ready.

You know exactly what to say. You're at ease but you feel alert. You are confident in the power of your voice. With a relaxed smile look round the audience. Everyone's on your side and want you to do well. You have everything under control.

Ok, let's start ...



10.4 Practise: how to overcome fear

How overcome fear

Here you'll find a **list of the reasons why you sometimes dread giving a talk in front of an audience and the solutions to overcome all your fears.**

As you can see, all the fears come from a lack of preparation and practice, or ignorance of simple communication techniques that anyone can learn.

For each cause there is a practical solution that you can find explained and shown in the learning resources of Speak Easy.

CAUSES OF FEAR	SOLUTIONS	SPEAK EASY RESOURCES
Feeling under-prepared and being afraid of drying up or losing your way	Plan and organize the content of your talk in detail	Preparing a talk
Not feeling comfortable with the hardware and software	Practise in advance until you feel confident	Presenting with visuals
Irregular or difficult breathing during talks	Learn and practice how to breathe correctly	Breathing techniques for public speaking
Believing your voice isn't right for public speaking	Improve the quality of your voice through appropriate practice and exercises	Using the voice
Not feeling at ease physically and feeling clumsy in front of an audience	Practise the right posture and body language	Using body language
Not being used to reading aloud, especially in front of an audience	Learn how to read aloud to children and practise	Reading in public
Not being able to handle questions, objections or discussion	Study your audience in advance and prepare a strategy for dealing with tricky questions	Handling questions and stating my case
Worrying about not having everything under control	Practise your talk and rehearse in front people you trust	Preparing for the big day



Practising for the big day

The best way to deliver a successful talk is to practise as much as you can, including doing a proper final “dress rehearsal” with any visual aids you’re planning to use.

As you already know how long your talk can last, **make sure you stay within that time**. If you realize that it’s going to be longer, cut something out. Never try to fit more in by speaking more quickly!

It’s not a bad idea to do your final rehearsal in front of a selected audience of family or friends. This will give you a much better idea of what things will really be like and how you are performing.

Video your rehearsal and spend some time assessing your performance. There may still be a few things that could be improved and that you want to “tweak”.

10.5 Learning resources

Source	YouTube
Source title	Trailer from the movie <i>The King’s Speech</i>
Description	Trailer of <i>The King’s Speech</i> , an Oscar-winning movie about how King George the VI faced up to his fears of public speaking. (If you have the chance, watch the whole movie)
Link	https://www.youtube.com/watch?v=kYoSQkfrjfA
Language	English



11 CREDITS

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