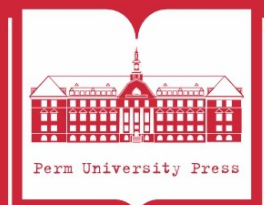


ПЕРМСКИЙ  
ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ  
ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ

## АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ

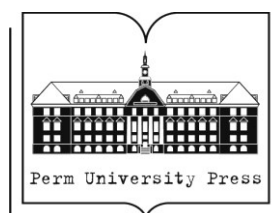


МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное  
образовательное учреждение высшего образования  
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

## АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ

*Допущено методическим советом  
Пермского государственного национального исследовательского университета  
в качестве практикума для студентов,  
обучающихся по направлениям подготовки бакалавриата и специалитета  
и изучающих дисциплину «Английский язык для публичных выступлений»*



Пермь 2026

УДК 811.111(075.8)

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*Рецензенты:* кафедра английского языка, филологии и перевода Пермского государственного гуманитарно-педагогического университета (зав. кафедрой – канд. филол. наук, доцент **О. А. Баранцева**);

канд. пед. наук, доцент кафедры иностранных языков и медицинской терминологии Пермского государственного медицинского университета имени академика Е. А. Вагнера **О. О. Лямова**

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## **ВВЕДЕНИЕ**

Настоящий курс нацелен на подготовку обучающихся к ведению публичных выступлений. Курс содержит 3 подраздела: навыки для публичных выступлений, подготовка к выступлению и визуализация выступления. Первый раздел посвящен введению в тему публичных выступлений и рассматривает такие аспекты, как виды публичных выступлений и выступления великих ораторов. Вторая тема рассматривает три стадии публичного выступления: подготовка, непосредственно выступление и анализ выступления. Третий блок посвящен информации, связанной с созданием презентации. В частности, в работе представлена инфографика как основное средство визуализации, а также современные информационные технологии, которые помогут преобразовать речь спикера в красочный мультимедийный контент. Данный курс вводится как электив на третьем-четвертом курсе бакалавриата.

**Цель курса:** формирование иноязычной коммуникативной компетенции в сфере речевой деятельности в публичном пространстве. Настоящая дисциплина носит практико-ориентированный характер и формирует навыки и умения устного речевого общения, учитывая лингвистический, прагматический и социокультурный аспекты. В процессе освоения материала студент получает знания о речевой этикете и культуре иноязычной речи, формах и правилах построения текстов в монологическом и диалогическом типах речи, а также овладевает набором речевых образцов и моделей речевого поведения.

### **Основные задачи курса:**

Электив носит коммуникативно-ориентированный и профессионально-направленный характер. В процессе обучения осуществляется:

- развитие навыков монологической речи на английском языке в сфере публичных выступлений (сообщение, доклад, дискуссия);
- развитие лексических, фонетических и грамматических навыков английской речи;
- формирование навыков работы с аудиторией;
- расширение кругозора и повышение общей культуры обучающихся.

**В качестве используемых информационных технологий применяется** визуализация учебного материала с включением мультимедийных технологий и средств (видео презентации, PowerPoint презентации, аудио презентации, графические, поликодовые учебные материалы).

# UNIT 1. PUBLIC SPEAKING PERFORMANCES

## Lesson 1

### What is Public Speaking?

#### WARMING UP

#### 1. Complete the mind map with words related to Public Speaking (Fig. 1)

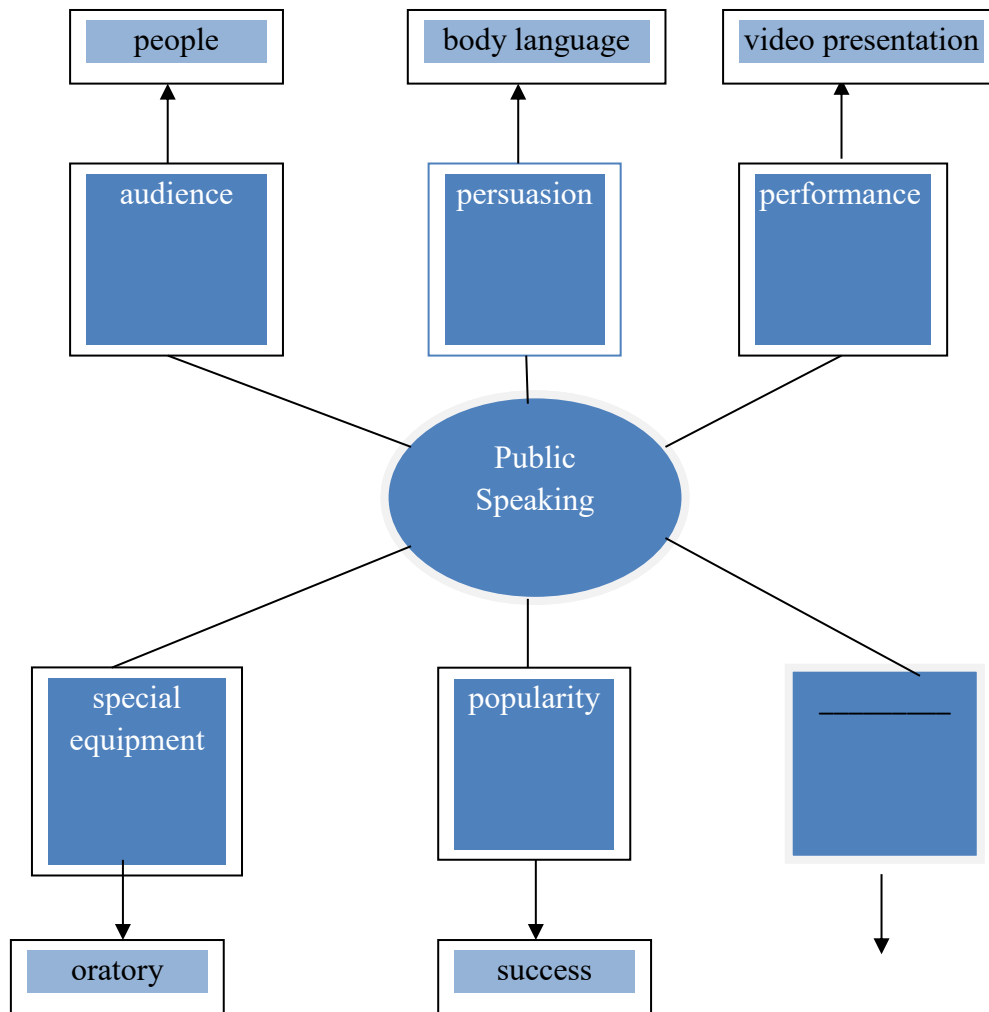


Fig. 1. The mind map "Public Speaking"

#### 2. Answer the questions

1. What is a successful public speech and what are its characteristics?
2. How to choose a topic for successful public speech?
3. How to prepare for a successful public speech?
4. How to focus on the audience during public speech?
5. What qualities does a successful public speaker need?

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                        |                                                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) a speaker           | a) tools or material that help convey information or support a message through visual means, such as images, graphs, charts, videos                                |
| 2) an audience         | b) the ability to speak or write well and in an effective way                                                                                                      |
| 3) a digital projector | c) a person who speaks or delivers a speech, lecture, sermon, etc.                                                                                                 |
| 4) visual aids         | d) a piece of written or printed material that is usually distributed to an audience during a meeting, lecture, or event                                           |
| 5) to persuade         | e) a group of people who gather together to listen to something or watch                                                                                           |
| 6) eloquence           | f) to convince, influence, or sway someone's beliefs, opinions, behaviors, or actions, typically through reasoning, logic, emotional appeal, or providing evidence |
| 7) a handout           | g) an electronic device that is capable of connecting to a computer or other device and projecting the video output onto a screen or wall                          |

### 1b. Complete the sentences with the verbs in the box

|                                                                                        |
|----------------------------------------------------------------------------------------|
| persuade   eloquence   visual aids   speaker   handout   audience<br>digital projector |
|----------------------------------------------------------------------------------------|

1. To persuade, the ..... should start with a relevant quote or statistics about the topic to establish credibility.
2. .... is important, but visual aids, such as pictures, videos, and multimedia, increase the memory retention and engagement of the audience.
3. Visual aids simplify complex ideas, making them easier for the ..... to understand.
4. The speaker should aim for clarity and relevance when presenting .....
5. .... is something, usually printed material, given to audience members to remind them of what they learned during the presentation.
6. If the speaker relies on a....., he should bring printed copies of his slides or handouts.
7. The chairman failed in trying to ..... the committee to share his opinion.

## READING

### 1. Read the text. In pairs ask and answer five special questions on the text

#### What is Public Speaking?

Public Speaking is the act of talking to a group of people. It involves standing in front of an audience and delivering a message or sharing information to entertain or educate them. The goal is to effectively communicate and engage the listeners. Public Speaking can take place in different settings, like meetings, presentations, or events. It requires good Communication Skills, clear expression, and confidence in delivering the message. The purpose can vary, such as informing, persuading, or entertaining the audience. It is a valuable skill that you can learn and practice to effectively convey your ideas and connect with others.

#### Importance of Public Speaking

Public Speaking is avoided by many people due to fear or shyness. However, it's a skill that shouldn't be overlooked. Throughout history, Public Speaking has played a significant role in different walks of life highlighting the importance of public speaking. It has a unique power to inform, persuade, educate, and entertain (Fig. 2).



**Fig. 2. Importance of public speaking**

Source: <https://www.theknowledgeacademy.com/blog/what-is-public-speaking/>

Improving your Public Speaking skills can benefit you in various areas of life. For instance, it boosts confidence and enhances research and deductive reasoning abilities. It allows you to effectively advocate for causes you believe in. These skills

are valuable for small business owners and students alike. Businesses can greatly benefit from Public Speaking as it helps them market their products or services. By delivering compelling speeches, they can reach potential customers and convey their messages effectively. Salespeople and executives are often expected to possess strong Public Speaking skills to represent their organizations successfully.

### **How to build confidence for Public Speaking?**

Now that you know What is Public Speaking, it's time to understand how to be an effective public speaker. Overcoming the Fear of Public Speaking can be challenging, but with some strategies and practice, it is possible. Here are some easy-to-understand tips:

#### **Prepare and practice**

The more prepared you are, the more confident you'll feel. Research your topic, organise your thoughts, and create an outline or cue cards. Practice your speech multiple times to become familiar with the content. This will boost your confidence in public speaking.

#### **Start small**

Begin by speaking in front of a small and supportive audience, such as friends or family members. This will help you gain confidence gradually and you will get comfortable with speaking in front of others.

#### **Visualize success**

Imagine yourself delivering a successful speech. Visualise the positive outcome and how confident and composed you'll feel. This mental rehearsal can help alleviate anxiety and build self-assurance.

#### **Deep breathing and relaxation techniques**

Before speaking, take slow and deep breaths to calm your nerves. You should practice relaxation techniques like progressive muscle relaxation or mindfulness to reduce anxiety and promote a sense of calm.

#### **Positive self-talk**

Positive self-talk can help replace the negative thoughts with positive ones. Remind yourself that you are prepared and capable. Focus on your strengths and past successes to boost your confidence.

### **Engage with the audience**

Shift your focus from self-consciousness to the audience. Connect with them by making eye contact, smiling, and using friendly gestures. Remember that they want you to succeed and are supportive.

### **Start with a strong opening**

Begin your speech with a captivating opening, such as a story, quote, or interesting fact. A strong start will grab the audience's attention and help you gain momentum.

### **Embrace mistakes**

Understand that mistakes are natural and happen to everyone, even experienced speakers. Instead of dwelling on them, learn from them and keep going. The audience is often more forgiving than we think. Additionally, making mistakes helps to build resilience and develop a growth mindset. By actively seeking feedback and making we can avoid repeating the same mistakes in the future.

### **Seek support and feedback**

Share your speech with a trusted friend, mentor, or join a Public Speaking group. Their support and constructive feedback can help you improve and build confidence.

<https://www.theknowledgeacademy.com/blog/what-is-public-speaking/>



**2. Discuss in pairs the basics of Public Speaking (Fig. 3). What should you do to visualize success, to start small, to prepare and practice, to engage with the audience, to have positive self-talk, to combine deep breathing and relaxation techniques?**



**Fig. 3. The basics of public speaking**

## **HOMEWORK**

**Write 10 – 12 sentences about preparation for a successful public speech.  
Practice reading your text to the group.**

## Lesson 2

### Functions of Public Speaking

#### WARMING UP

1. Use words below to add to the word map (Fig. 4)

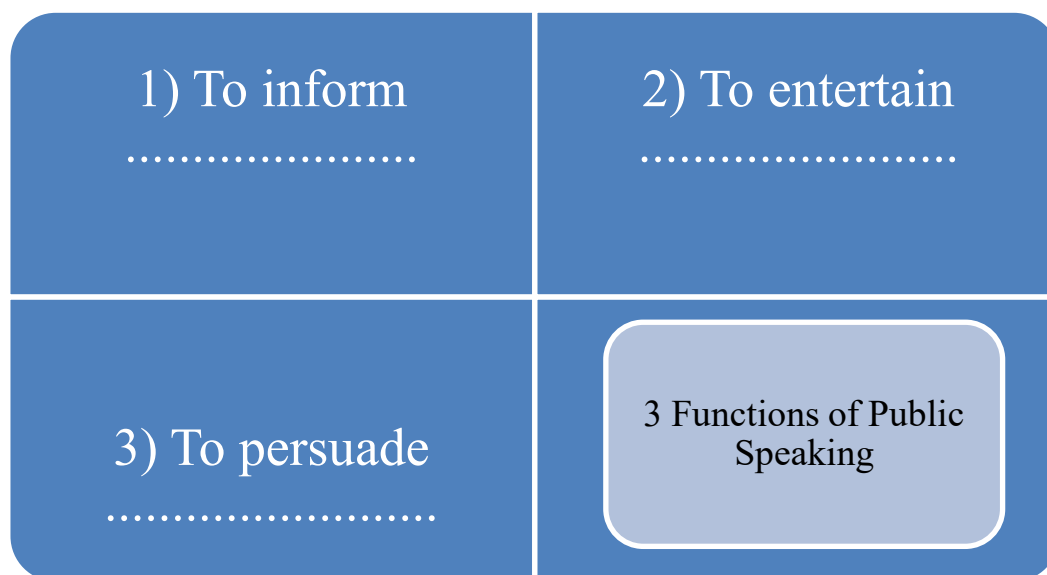


Fig. 4. Functions of public speaking

#### VOCABULARY

|                                   |                                  |                                  |
|-----------------------------------|----------------------------------|----------------------------------|
| humorous conclusion of the speech | brevity of presentation          | use of irony                     |
| body language                     | clear theses                     | moderate emotionality            |
| infographics                      | relevant information             | combination of serious and comic |
| specific knowledge                | use of comparisons and metaphors | arguments                        |
| entertaining content              | audience involvement             | intellectual stimulation         |

#### 2. Answer the questions

1. What characteristics can be given to the informational type of public speech?
2. What genres are related to informational type of speech?
3. How to convince the audience of the speaker's position correctness?
4. What elements are necessary for your speech to be convincing?
5. What characteristics can be given to the entertaining type of public speech?

## READING

### 1. Before reading, match the words with their definitions

|                 |                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) to influence | a) to tell someone about particular facts                                                                                                                          |
| 2) to inform    | b) to give, provide, or make something known                                                                                                                       |
| 3) to elicit    | c) to convince, influence, or sway someone's beliefs, opinions, behaviors, or actions, typically through reasoning, logic, emotional appeal, or providing evidence |
| 4) to introduce | d) to keep a group of people interested or enjoying themselves                                                                                                     |
| 5) to persuade  | e) to get or produce something, especially information or a reaction                                                                                               |
| 6) to present   | f) to affect or change how someone or something develops, behaves, or thinks                                                                                       |
| 7) to entertain | g) to put something into use, operation, or a place for the first time                                                                                             |

### 2. Match the parts of the text with their titles. There is one title you don't have to use

Titles:

1. To entertain
2. To build confidence
3. To persuade
4. To inform

- A.** This is when the speaker will try influencing the audience in some way. The speaker might be trying to change your mind about something, to persuade you to change your opinion, to motivate to change a behavior, or to take action. Some examples are explaining the benefits of a non-profit for the purpose of eliciting donations, trying to get people to change bad eating habits by explaining all the benefits of eating healthily or attempting to convince people to vote against a candidate in an election.
- B.** This type of speaking is often found at events like banquets, weddings, or dinners. The speaker is usually sharing a funny story or other anecdotal information. Some examples of this would be the best man speech at a wedding or an after-dinner speech given by a host of a party to thank guests for coming. They could also be planned as entertainment at an event. Topics are usually humorous and light and

could serve a very specific purpose, like introducing a featured guest or giving a toast.

- C. This is when the speaker is presenting interesting facts or lessons to the audience, or explain how to go about doing something. This could be a teaching lecturing about the Civil War, a student giving an oral report or showing how to decorate a cake or set up a blog, a museum docent explaining the history of painting, or a doctor explaining a procedure.

<https://www.myspeechclass.com/speech-speaking-types.html>



### **Types of Public Speaking**

When it comes to being a public speaker, the type of speech to give depends on what you're trying to accomplish. The different types of public speaking are:

- **Speaking to Inform** (informative, argumentative speech)
- **Speaking to Persuade, Motivate, or Take Action** (persuasive, argumentative, controversial, policy speeches)
- **Speaking to Entertain** (funny, special occasion speeches)

### **The 3 Basic Types of Public Speaking**

1. **To Inform** – when the speaker is presenting interesting facts or lessons to the audience, or explain how to go about doing something. This could be a teaching lecturing about the Civil War, a student giving an oral report or showing how to decorate a cake or set up a blog, a museum docent explaining the history of painting, or a doctor explaining a procedure.
2. **To persuade, Motivate, or Take Action** – this is when the speaker will try influencing the audience in some way. The speaker might be trying to change your mind about something, to persuade you to change your opinion, to motivate to change a behavior, or to take action. Some examples are explaining the benefits of a non-profit for the purpose of eliciting donations, trying to get people to change bad eating habits by explaining all the benefits of eating healthily or attempting to convince people to vote against a candidate in an election.

3. **To Entertain** – this type of speaking is often found at events like banquets, weddings, or dinners. The speaker is usually sharing a funny story or other anecdotal information. Some examples of this would be the best man speech at a wedding or an after-dinner speech given by a host of a party to thank guests for coming. They could also be planned as entertainment at an event. Topics are usually humorous and light and could serve a very specific purpose, like introducing a featured guest or giving a toast.

## **Different Types of Public Speeches**

### **Persuasive**

When making a speech, **choosing an appropriate topic** is obviously the first and most vital step of the process. This is never more true than when a persuasive speech must be constructed. It is important for the speaker to realize that the audience may already have an opinion on the topic, or may form an instant opinion during the opening lines of the presentation. This puts the speaker at somewhat of an instant disadvantage if he or she wishes to persuade those listening to alter their own viewpoints.

When **choosing a persuasive speech topic**, the speaker should choose a subject area about which they are passionate. This passion will come through in the delivery of the speech and will aid the audience in identifying with the speaker. On the other hand, if the speaker feels apathetic about their chosen topic, that will show as well. It will be difficult for the audience to care about the topic if the speaker obviously does not. In order to hold the attention of the audience, the speaker should remember several things.

### **Can We Write Your Speech?**

1. Using **descriptive language** to create vivid mental pictures will keep the audience entertained.
2. **Stirring emotion** in the audience will provoke them to care about the subject. After all, if listeners don't care about a topic they're unlikely to stay focused or form an opinion on it.
3. It's important to **find an angle** for the chosen topic which has not been overdone in the past. For example, most people agree that smoking cigarettes is bad for their health, and will most likely be bored by a speech on this topic. If the speaker wishes to address a tobacco topic, perhaps they should narrow the focus of the speech to controversial laws, higher taxes, or methods to prevent smoking in

youth. Choosing a fresh, new angle on a familiar topic will help the speaker to create a captive audience.

### ***Writing the text for Persuasive Speech***

There are three main components of persuasive speech structure:

- Introduction
- Body
- Conclusion
- Questions and answers session at the end of your speech but this is optional.

#### **Introduction**

- **Grab attention.** Do or say something shocking, intriguing, or dramatic to get attention of the audience from the very first minutes.
- **State your topic.** Announce what your speech is about, and your position.
- **Preview statement.** Introduce main points of your speech.

#### **Body**

- **Introduce your topic.** You need to explain your topic to those people who do not know about it. Do not go into the details, simple definition is enough. This speech element is required.
- **Explain your point.** This is where you explain your view in detail.
  1. State your point
  2. State a Reason
  3. Give an Example
  4. Restate the Point

#### **Conclusion**

- **Summary.** Restate thesis and main points.
- **Call to action.**

#### **Informative**

First, you need to pick a topic that will appeal to your audience members. To be appealing to audience members, a topic must be:

1. **Dealt with at a stimulating level:** If you are merely teaching the audience information that they already know, you will certainly bore them. If you teach them information that is "over their heads", you will lose their attention and

interest. The key is to find a happy medium, new information that they will readily grasp.

2. **Dealt with creatively:** Surprise your audience. Think about your topic in unexpected ways. Don't merely step behind the podium with a modified version of an essay you wrote in another class. Be an entertainer. When an audience is entertained, they pay closer attention.

Your audience will also appreciate it if you pick a topic that is relevant to their lives. Whether we care to admit it or not, deep down, we all have one primary interest: ourselves. If your audience does not see a personal benefit that they will receive by listening to your speech, the speech will not be very appealing. When presenting an informative speech, it is important to have proper supporting material to enhance your audience's understanding of your topic. Some forms of support include:

- **Examples** – it's difficult to listen to someone speaking about an abstract idea with which you have little familiarity. As a listener in this situation, you are forced to do a lot of mental work and you may or may not fully grasp what the speaker is trying to say. It's a whole different experience when the speaker uses an example that illustrates the abstract idea. For example (ha-ha), a speaker might be talking about poor economic conditions in a certain area of the country. Rather than just leaving the concept of a "poor economy" as an idea, they should speak about the specific struggles of real live people with names and anecdotes.
- **Statistics** – people tend to avoid statistics in a speech because they are afraid that people will find them boring. To the contrary, statistics can be interesting and informative if used correctly. The key is to pick statistics that are particularly startling or shocking. You can't build an entire speech around statistics, of course. However, as long as the statistics add to the quality of the speech, and they don't misrepresent the situation, they can be used liberally.
- **Facts** – a good informative speech is filled with facts. A "fact" is any bit of information that be verified as being "true". Whenever you present facts in a speech, you should cite the source of those facts so that the audience believes them (and you) to be credible.
- **Expert Opinion** – an informative speech is not the time for your personal opinion, that time will come on the persuasive speech. Expert opinion, however, can and should be used in an informative speech. Expert opinion involves using excerpts and quotations from people who are highly respected in the field about which you are speaking. It is important to state the credentials of the person whom you are quoting, if the audience is not familiar with this person.

## Special Occasion

There are a number of social situations in which you might find yourself asked to make a speech. This page examines some of those situations and offers some advice on how to handle them.

1. ***Speech of Introduction.*** A speech of introduction is when you are asked to introduce the "main" speaker at the function. Your speech should answer the following questions for the audience:

1. Who is the speaker? Talk about the speaker's credentials and expertise and why they were chosen to speak.
2. What will the speaker be discussing? Give a short preview of the upcoming speech.

It's critically important when giving a Speech of Introduction to get the speaker's name and speech topic correct, naturally. Whenever possible, go over your introduction with the speaker beforehand to avoid potential embarrassment for both of you.

2. ***Welcoming Speech.*** The goal of a welcoming speech is to bring people or groups of people together. For example, you might deliver a Welcoming Speech about a new employee in your company. The purpose is to formally introduce the newcomer(s) to the others. This involves telling the audience who the newcomer(s) is/are, where they came from, what they will be doing.

3. ***Award Presentation Speech.*** When you are presenting someone with a gift or an award you have two goals to accomplish:

1. Discuss the award itself: who sponsors it, who it is named after, the history of the award, and the requirements to earn it.
2. Discuss the winner of the award: who they are, what they have done to earn the award.

When presenting an award, hand the award off with your left hand and shake hands with recipient with your right hand. Award Acceptance Speech: When receiving an award, your audience will most likely expect you to be gracious and humble. To this end, a good award acceptance speech involves thanking others who made your receiving the award possible. Be sure to thank those involved in helping you get the award, and the giver of the award.

4. ***Tribute Speech.*** Situations for a Tribute Speech might be a eulogy at a funeral, or a speech given at a retirement party, or any other occasion where a person is being

honored. Basically, sincerity is the key to a good Tribute Speech. You should focus on the positive aspects of the person, tell humorous or otherwise interesting stories about the person, and speak of the person's accomplishments and admirable qualities.

5. **Toast.** In most toasting situations (weddings, retirement parties, birthday parties) the person delivering the toast can anticipate that they will be asked to do so. Because of this, and because toasts are usually quite short, a good toast is often written in advance. A toast needs to be positive, and to include words of praise or encouragement for those to whom it is directed.

### **Tips for Writing an Engaging Speech**

Preparing a speech is more than just getting the words down on paper and then reading them to an audience. The most important part of a speech is how it affects the audience and the only way it can affect the audience is if they're actually listening. Engaging your audience is the key to having a successful speech.

How can you write a speech people will actually pay attention to? Here are some tips.

1. **Make the speech about the audience.** Depending on what kind of speech you're giving, you want the audience to gain a thorough understanding of what you're speaking about or you're trying to persuade them to take action. You might even just be trying to make them laugh. All your efforts should be aimed at making sure they understand what you're saying.
2. **Write for your ear.** Remember, what you're writing is going to be said out loud. Sometimes, the way things look best on paper is not the way they're going to sound best. Practice reading your speech out loud so you can make sure it sounds right. You can even record yourself and make necessary changes after you hear it out loud.
3. **Work through a rough draft** of the whole thing and make edits and polish it later. Your speech will not be perfect at first. Writing the whole thing out first will often help you work out any writer's block or could even make you see something a little clearer and find a better way to say it.
4. **Put a little bit of yourself into your speech.** Don't worry about being groundbreaking or unique, but make sure you feel a bit of yourself in your writing.
5. **Start preparing early.** Sometimes, you might have no idea what you're going to talk about. The more research you do, the more likely it is that you'll find something really interesting about your topic that can grab your audience's

attention. You'll also find it's easier to structure and organize your speech the more you know about your topic.

6. **Limit the information.** You can't cover everything about a topic in a speech and, if you could, you'd lose the audience's attention before too long. Try to stick to three main points so your speech is a little easier to follow.
7. **Write your speech as if it's meant for one person to hear.** This will make it sound more conversational and your audience will feel like you're really trying to make a connection.
8. **Try to get the audience involved.** There are a lot of ways to do this. You can ask simple questions, ask for volunteers for role playing exercises, or have someone help you demonstrate a concept presented in your speech.
9. **Pace your speech.** Vary sentence and word length so it doesn't become boring.
10. **Repeat key words and points effectively.** This helps the audience understand what the main take away from your speech should be.
11. **Ask rhetorical questions** as a way of attracting the listener's attention.
12. **Tell personal stories and anecdotes** that fit into the topic of your speech when applicable. This will make your speech a little more personal and can help you make a better connection with the audience.
13. **Use quotes** when you can. It breaks up your speech and makes it more interesting. Bonus points if the quote is from a famous person that your audience will recognize.

## **Conclusion**

Remember, the most important part of giving a speech is getting your audience to listen to what you're saying. You want to be interesting enough that they're actually going to want to hear what you have to say. Just as importantly, you want to make sure that they remember the key parts of your speech. The most effective way to achieve this is through an engaging speech.

### **3. Read the text and put it in correct order**

1 –                      2 –                      3 –                      4 –                      5 –                      6 –

## **Special Occasion**

**A. Award Presentation Speech:** When you are presenting someone with a gift or an

(1)\_\_\_\_\_ you have two goals to accomplish:

1. Discuss the award itself: who sponsors it, who it is named after, the history of the award, and the (2) \_\_\_\_\_ to earn it.
2. Discuss the winner of the award: who they are, what they have done to earn the award.

- B.** It's critically important when giving a Speech of Introduction to get the speaker's name and speech (3) \_\_\_\_\_ correct, naturally. Whenever possible, go over your introduction with the speaker beforehand to avoid potential (4) \_\_\_\_\_ embarrassment for both of you.
- C.** There are a number of social (5) \_\_\_\_\_ in which you might find yourself asked to make a speech. This page examines some of those situations and offers some (6) \_\_\_\_\_ on how to handle them.

**Speech of Introduction:** A speech of introduction is when you are asked to introduce the "main" speaker at the function. Your speech should answer the following questions for the audience:

- D.** When presenting an award, hand the award off with your left hand and shake hands with (7) \_\_\_\_\_ with your right hand. Award Acceptance Speech: When receiving an award, your (8) \_\_\_\_\_ will most likely expect you to be gracious and humble. To this end, a good award acceptance speech involves thanking others who made your receiving the award possible. Be sure to thank those involved in helping you get the award, and the giver of the award.
- E.** 1. Who is the (9) \_\_\_\_\_? Talk about the speaker's credentials and expertise and why they were chosen to speak.  
2. What will the speaker be discussing? Give a short (10) \_\_\_\_\_ of the upcoming speech.
- F. Welcoming Speech:** The goal of a welcoming speech is to bring people or (11) \_\_\_\_\_ of people together. For example, you might deliver a Welcoming Speech about a new employee in your company. The purpose is to formally (12) \_\_\_\_\_ the newcomer(s) to the others. This involves telling the audience who the newcomer(s) is/are, where they came from, what they will be doing.

[https://www.myspeechclass.com/speech-speaking-types.html#special\\_occasion](https://www.myspeechclass.com/speech-speaking-types.html#special_occasion)



#### 4. Complete the text with the suitable words

|               |              |           |
|---------------|--------------|-----------|
| embarrassment | advice       | speaker   |
| situations    | audience     | award     |
| recipient     | requirements | topic     |
| groups        | preview      | introduce |

#### HOMEWORK

**What is the structure of successful presentation? As you watch the video, complete the chart.**

Go to [https://vk.com/away.php?to=https%3A%2F%2Fyoutu.be%2FxHY96Psb2Ns%3Fsi%3D\\_13dRceEwVNBzvNP&utf=1](https://vk.com/away.php?to=https%3A%2F%2Fyoutu.be%2FxHY96Psb2Ns%3Fsi%3D_13dRceEwVNBzvNP&utf=1)

| Structure of Public Speaking | Examples |
|------------------------------|----------|
| 1) Introduction              |          |
| 2) Message 1                 |          |
| 3) Message 2                 |          |
| 4) Message 3                 |          |
| 5) Conclusion                |          |

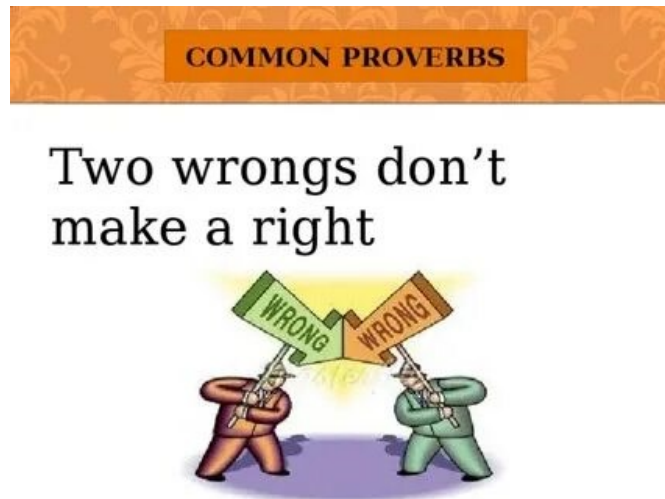
## Lesson 3

### Types of Public Speaking Performances

#### WARMING UP

#### 1. Repeat the proverbs. In what types of speech can they be used?

1. When someone has done something bad to you, trying to get revenge will only make the things (Fig. 5).

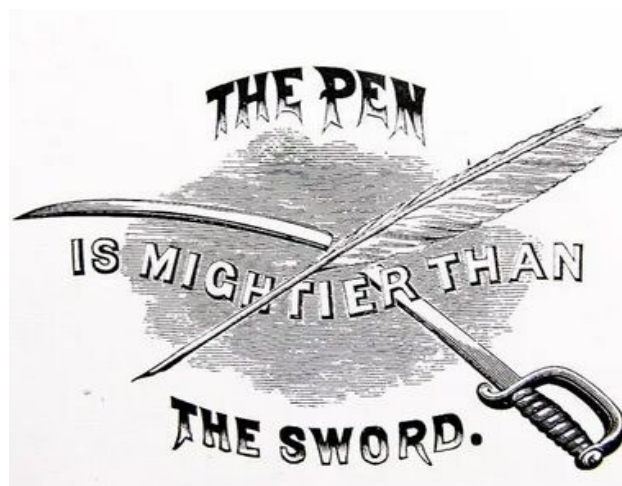


Two wrongs don't  
make a right

**Fig. 5. Two wrongs don't make a right**

Source: <https://svitppt.com.ua/angliyska-mova/commonproverbs.html>

2. Trying to convince people with ideas and words is more effective than trying to force people to do what you want (Fig. 6).



**Fig. 6. The pen is mightier than the sword**

Source: <https://www.haikudeck.com/copy-of-writing-strategies-uncategorized-presentation-BZo5B1e06q>

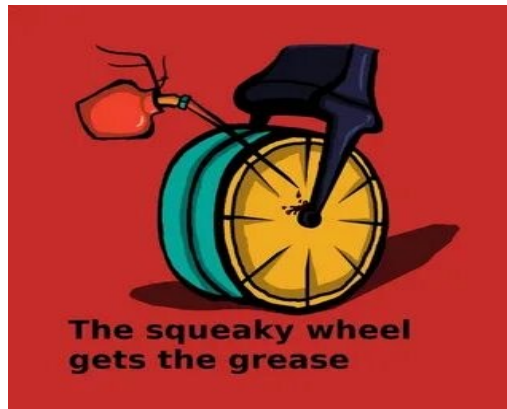
3. Act the way that the people around you are acting (Fig. 7).



**Fig. 7. When in the Rome, do as the Romans do**

Source: [https://uk.pinterest.com/pin/idioms--40144534505253313/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://uk.pinterest.com/pin/idioms--40144534505253313/?utm_medium=organic&utm_source=yandexsmartcamera)

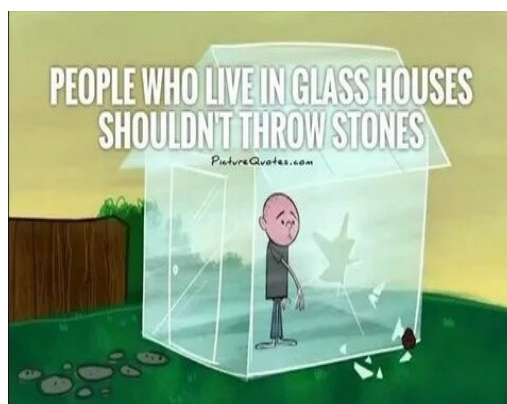
4. You can get better service if you complain about something. If you wait patiently, no one's going to help you (Fig. 8).



**Fig. 8. The squeaky wheel gets the grease**

Source: <https://storage.googleapis.com/drozzzxavmbebe/squeaky-wheels-need-crossword-clue.html>

5. People who are vulnerable to criticism should not criticize others, especially not for the faults that they themselves have (Fig. 9).



**Fig. 9. People who live in glass houses shouldn't throw stones**

Source: [https://tr.pinterest.com/pin/629729960374965759/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://tr.pinterest.com/pin/629729960374965759/?utm_medium=organic&utm_source=yandexsmartcamera)

## 2. Answer the questions

1. Is public speaking important?
2. Can public speaking be a career?
3. What is the purpose of the ceremonial speaking?
4. How does the persuasive speaking differ from the informative?
5. What are major entertaining communication tools?
6. What makes the presentation effective?

## READING

### 1. Before reading, match the words with their definitions

|                 |                                                                                          |
|-----------------|------------------------------------------------------------------------------------------|
| 1) information  | a) related to, used in, or involving a ceremony                                          |
| 2) to entertain | b) using only a few words or lasting only a short time                                   |
| 3) interaction  | c) to persuade someone or make someone certain                                           |
| 4) ceremonial   | d) facts about a situation, person, event, etc.                                          |
| 5) brevity      | e) to keep a group of people interested or enjoying themselves                           |
| 6) animated     | f) an occasion when two or more people or things communicate with or react to each other |
| 7) to convince  | g) full of interest and energy                                                           |

### 2. Match the parts of the text with their titles

Titles:

1. Ceremonial Speaking
2. Persuasive Speaking
3. Informative Speaking
4. Entertaining Speaking
5. Demonstrative Speaking

- A.** Entertaining speaking is about using your public speaking skills to entertain the audience. This can involve telling jokes, sharing stories, or even performing a magic trick. If you're giving an entertaining speech, your goal is to keep the audience entertained from start to finish.

To pull off an entertaining speech, you must have a strong stage presence and keep a straight face even when things aren't going as planned. You also need to be able to think on your feet and improvise if necessary. The key considerations should be:

- **Preparation:** Ensure you have plenty of material to work with and know your material inside out.
- **Delivery:** Be engaging, energetic, and animated.
- **Content:** ensure your material is appropriate for the audience and keeps them entertained from start to finish.
- **Adaptation:** If things go off-script, be prepared to improvise and keep the audience engaged.
- **Mindfulness:** Be aware of your body language and use it to your advantage.

**B.** With demonstrative speaking, the speaker shares a skill or knowledge with the audience to teach them how to do something. This type of public speaking can be seen in classrooms, training events, or business settings. The key elements of demonstrative speaking are:

- **Subject Understanding:** Ensure you understand the subject matter inside and out before trying to teach it to others.
- **Simplicity:** Keep your language and explanations clear and concise.
- **Visual Aids:** Use props, charts, or other visuals to help explain your points.
- **Organization:** Have a well-organized presentation so your audience can follow along easily.
- **Interaction:** Ask questions, get input from the audience, and encourage discussion.

**C.** The type of public speaking is typically done for special occasions or events. The ceremonial speech is usually short and aims to honor or celebrate someone or something. For example, a keynote speech at graduation would be considered ceremonial. The key elements are:

- **Brevity:** With ceremonial speeches, it is important to be concise and get to the point quickly. Also, you want to avoid rambling since you likely have limited time.
- **Personal Touch:** The speeches are often more personal. You may share a story or experience to help drive home your point.

- **Purpose:** The goal of ceremonial speaking is usually to honor someone or something. For example, you may give a speech at a wedding to congratulate the newlyweds.
- **Focused on the Audience:** The speeches typically focus on the audience's needs. For example, you may give a speech at a retirement party that is light-hearted and funny.

**D.** This type of public speaking is designed to convince the audience to see your point of view or take action. It involves crafting a well-reasoned argument and delivering it engagingly. For example, you might use persuasive speeches when giving a sales presentation or trying to convince your boss to give you a raise. For your ideas to be convincing, you'll need to do your research. This means understanding your audience, what they care about, and what objections they might have to your point of view. You'll also need to anticipate their questions and have strong evidence to support your claims. To sound convincing, the following elements are a must:

- **Tone of Voice:** You'll need to sound confident without being arrogant. Be sincere and honest about your beliefs.
- **Body Language:** Make sure your body language is open and friendly. Avoid crossing your arms or tapping your foot, making you seem impatient or uninterested.
- **Facial Expressions:** Smile when appropriate and maintain eye contact with your audience members. Frowning or looking away will make you seem unapproachable or disinterested.
- **Craft Your Plan:** To persuade your audience, you'll need a well-crafted plan. This means having a strong introduction, clear main points, and a powerful conclusion in your persuasive speech.
- **Practice:** As with any public speaking situation, practice makes perfect. The more you rehearse, the more confident you'll feel when it's time to take the stage.

**E.** This type of public speaking is designed to educate the audience about a particular topic. It involves providing information interestingly and engagingly. For example, you might use informative speeches when giving a speech about the history of your company or explaining how a new product works.

When crafting an informative speech, it's important to remember that less is more. You don't want to overwhelm your audience with too much information. Instead, focus on one key point and use examples and stories to illustrate your point. Also, you need to:

- **Facilitate Conversations:** Make sure to encourage questions and discussion from the audience. This will help ensure they are engaged and understand the material better.
- **Make It Visual:** People are likelier to remember information if it is presented visually. So, use charts, graphs, and other visuals to supplement your speech.
- **Make It Interesting:** No one wants to listen to a boring speech. So, make sure to add some elements of suspense, humor, and emotion to keep your audience engaged.
- **Build Credibility:** For your audience to believe what you're saying, you need to be an expert on the topic. So, do your research and be sure to cite your sources.

<https://ahaslides.com/blog/types-of-public-speaking/>



## **SPEAKING**

**Work with a partner. Role-play some conversations with a partner. Make up a conversation using the cue cards below (Fig. 10).**

## **HOMEWORK**

**Prepare one type of public speech. Use the posters below (Fig. 11–12). Guess the type of speech delivered by other people.**

# FREE TIME ROLE PLAYS

You are in the Prado Museum with a friend who is an enthusiast on oil paintings. You prefer more contemporary art and sculptures. Tell him/her that you would like to go to the Reina Sofia because there is a show of Dali you would like to see. Tell him/her your preferences in art and why you consider old oil paintings boring.

You are in the Prado Museum and looking at the paintings. Explain your point of view about the pictures you are seeing. Mention style, colour etc... You like this type of art but your companion is bored (make an effort to interest him/her about what you are looking at) and wishes to see more contemporary art and sculptures.

NO way are you going to go bungee jumping with your mate. Tell him / her that you prefer more conventional sports. Explain the feelings you have towards the type of sport he/she likes and convince him/her to do some other activity.

You love dangerous sports. You have recently done paragliding and fast water canoeing. Now you want to do bungee jumping and what your friend to come with you. Your friend refuses point blank about doing this activity. Convince him/her.

There is a presentation party by an editorial which is launching various books which you would like to read as you already know the authors. The Do will include the signing of books by the authors and an interview to each about their new work. You really want to go. It's on Friday evening at seven o'clock.

You want to go to an oldies film festival where you will be able to see many films of different genres. Many of the actors and directors will be present to give chats and answer questions from the spectators.

It's on Friday evening from seven to 11 o'clock.

**A.** You love sport and practice it as much as possible. You work out in a gym five days a week and run everyday, as well as playing football with your mates. Your friend has recently presented you to a man/woman who doesn't practice any sport at all. In fact, he /she abhors anything physical and considers it a complete waste of time and a pastime which is practiced by shallow, empty, vain and dumb people. Discuss with this person his/her reasons for thinking this way and try to bring up intelligent and convincing arguments to forward your belief in sport and its usefulness.

**B.** You are an intellectual, and your passion is for learning and reading. You have a Phd in Literature and a degree in Physics. You have seldom practiced sport. To be totally honest, the furthest you have gone to practice sport is to walk your sister's dog when she goes on holiday. You have recently met a person who is a total sports freak. You consider sport is a waste of time and that in general, sports freaks are vain, shallow, empty and dumb. Discuss with this person that learning and knowledge will get him /her much further in life than body building. Give arguments to convince this person to drop some of his /her excessive physical training and spend more time training his /her brain.

ISLCollective.com

Fig. 10. Free time role plays

Source: [https://en.islcollective.com/english-esl-worksheets/speaking-practice/discussion-starters-speaking-cards/free-time-and-leisure-activities/free-time-role-plays/62408?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://en.islcollective.com/english-esl-worksheets/speaking-practice/discussion-starters-speaking-cards/free-time-and-leisure-activities/free-time-role-plays/62408?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 11. Tips for becoming an excellent public speaker**

Source: [https://www.pinterest.com/pin/7-tips-for-becoming-an-excellent-public-speaker--71494712813568256/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.pinterest.com/pin/7-tips-for-becoming-an-excellent-public-speaker--71494712813568256/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 12. Tips for effective public speaking**

Source: [https://www.pinterest.ca/pin/how-to-deliver-great-presentations-in-your-organization-succes-s-financial-freedom-building-wealth--454159943654217602/?utm\\_medium=organic&utmsource=yandexsmartcamera](https://www.pinterest.ca/pin/how-to-deliver-great-presentations-in-your-organization-succes-s-financial-freedom-building-wealth--454159943654217602/?utm_medium=organic&utmsource=yandexsmartcamera)

## Lesson 4

### Overcoming the Fear of Public Speaking: Top 10 Tips

#### WARMING UP

##### 1. Can you find 10 words /word collocations?

|                           |          |           |             |              |
|---------------------------|----------|-----------|-------------|--------------|
| enthusiasm                | fear     | empathize | eye contact | presentation |
| positive<br>visualization | behavior | nervous   | speaking    | smile        |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | r | w | s | m | i | l | e | d | o | z | e | n | b | e | m | f | k | l | m | n |
| t | a | v | p | u | f | a | o | l | p | z | m | y | e | r | u | e | r | c | b | e |
| v | e | y | e | c | o | n | t | a | c | t | p | n | h | r | c | a | d | k | c | r |
| t | q | j | a | k | c | v | x | y | d | k | a | y | a | l | o | r | s | b | e | v |
| o | p | g | k | h | n | v | c | n | x | u | t | t | v | s | w | f | h | m | q | o |
| n | y | m | i | t | i | y | w | s | m | c | h | v | i | d | b | c | x | z | o | u |
| e | h | l | n | i | m | v | l | x | p | f | i | d | o | r | p | m | c | q | u | s |
| a | o | l | g | c | v | x | y | d | r | p | z | g | r | k | c | v | x | y | z | u |
| e | n | t | h | u | s | i | a | s | m | n | e | h | n | v | c | n | x | y | o | d |
| p | o | s | i | t | i | v | e | v | i | s | u | a | l | i | z | a | t | i | o | n |
| d | b | c | x | z | o | i | p | r | e | s | e | n | t | a | t | i | o | n | t | l |

##### 2. Answer the questions. Work in pairs

1. What is the fear of public speaking and where does it come from?
2. What are the most common causes of public speaking fear?
3. How can you overcome the fear of public speaking?
4. How can relaxation techniques, such as deep breathing or meditation, reduce anxiety and stress?
5. Does the physical activity help you to relieve stress and tension before public speaking?

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1) enthusiasm             | a) a meeting at which something, especially a new product or idea, or piece of work, is shown to a group of people  |
| 2) to empathize           | b) visual contact with another person's eyes                                                                        |
| 3) nervous                | c) a strong feeling of excitement and interest in something and a desire to become involved in it                   |
| 4) presentation           | d) the bad feeling that you have when you are in danger or when a particular thing frightens you                    |
| 5) fear                   | e) the practice of forming mental images or pictures of desired outcomes or situations.                             |
| 6) positive visualization | f) to understand another person's feelings and experiences, especially because you have been in a similar situation |
| 7) eye contact            | g) anxious about something or afraid of something                                                                   |

### 1b. Complete the sentences with the verbs in the box

|                        |              |              |
|------------------------|--------------|--------------|
| positive visualization | to empathize | presentation |
| eye contact            | fear         | nervous      |

1. During the ....., connect with the audience using effective eye contact.
2. If we want to fight our ....., we need to face them.
3. When we are afraid, our ..... system reacts.
4. In a formal interview, try to maintain good ..... with the interviewers.
5. .... can help calm nervousness before a presentation.
6. She tries to ..... with her students' difficulties.

## **READING**

### **1. Read the text. Match the pictures with their titles (Fig. 13–21)**

#### **10 Tips to Overcome Fear of Public Speaking**

A recent study showed that over 80 % of people are either scared of speaking in public or even don't know how to go about the whole process of success. The truth is that this isn't rocket science as anyone can do it effectively. You only need to discover the right tips on how you can do that. You have come to the right place as this post will help you to overcome your fear of public speaking. These are simple yet potent techniques that you can use to improve your public speaking skills.

##### **1. Be organized**

One of the primary reasons why people can't overcome their fears of public speaking that there isn't any adequate planning before the D-day. Get all the available materials that will be needed for that day and ensure that you aren't missing anything. Also, take out time to practice some few things such as planning to start the speaking, what to tell them and so on. Planning is essential here.

##### **2. Understanding Your Presentation**

You can easily overcome fear once you understand the subject matter which you intend speaking on extensively. It is essential and shouldn't be taken for granted if you want to be successful at public speaking. The more you can get a grasp of the subject matter, the better your flow will be. Try as much as you can to ensure that you have learned and understood everything that you want to speak on. This will help to boost your confidence and make you sound like an authority in your field.

##### **3. Eliminating Pessimism**

The fear of public speaking may arise when you lack the needed confidence in what you plan to speak on. For instance, you have finished preparing for the D – day and get all the required materials. However, you aren't confident enough that your speech or teachings can make the right impacts on your target audience. This can cause you to develop fear, and you need to get rid of such thought once and for all. A great way of doing this is trying to be positive no matter what.

##### **4. Adequate Rest**

Research has shown that you will perform better during a public speaking once you can rest very well. Don't ever underestimate the power of adequate rest as it can make all the difference between having an excellent performance during public

speaking and one which people may not want to remember. Avoid anything that will make you feel stressed before that day. These could be too much alcohol, skipping meals, excessive refined carb, caffeine, and many others.

### **5. Avoid Memorizing**

It is only a recipe for failure during public speaking. Try to avoid memorizing your points as much as you can. Because if you ever miss any one of them, such can make you disorganized. There is something you can do which is picking out the major points and working on them as much as you can.

### **6. Understanding Your Fears**

The more you understand your fears, the better you will be able to devise a perfect plan of dealing within a certain period. It is all about embracing the fact that it is only natural for you to have such fear most especially once you aren't used to lots of people focusing on you. However, once you can understand that these people are only trying to learn from you, the fear will disappear.

### **7. Being Human**

The earlier you understand the fact that you aren't perfect, the less fear of speaking publicly you would have. Don't try to impress anyone in this process as you may likely fail. Also, try to accept the fact that you will make mistakes. It is all about picking up the pieces and moving on. People will appreciate your lesson or speech once they notice that you aren't trying to impress anyone.

### **8. Be Jovial**

People can sense it once you aren't comfortable during a public speaking event. This is one thing that you don't want as it can make you forget everything you have practiced about the subject matter. The secret here is to avoid jumping into the main topic at once. At this point, you should be looking for how to be comfortable in front of the crowd.

There is only one way which is being jovial. Don't be too serious about the subject. Instead, look for a way to tell jokes from time to time. This will make you feel comfortable.

### **9. Using PowerPoint**

This can be very effective once you've tried every other trick and nothing seems to be working as planned. Just get all the content of your speech arranged in the form of PowerPoint presentation. One of the benefits of using this strategy is that it helps

you become organized. You will hardly be thrown off -balance regardless of the number of people present in such an event. It can help to get the attention of your audience. Therefore, they will be looking at your presentation instead of you most of the time. Just add some images to make it captivating.

### **10. Focus on Your Presentation**

Usually, most people find it very difficult to overcome the fear of speaking in public due to focusing on their respective audiences. Your focus should be on the material you plan presenting, not on people. To eliminate any form of distraction that causes the development of fear, ensure that you don't consider the adverse reactions of your audience. Just assume they aren't there for now and you will be fine.

<https://www.topteny.com/10-tips-to-overcome-fear-of-public-speaking/>

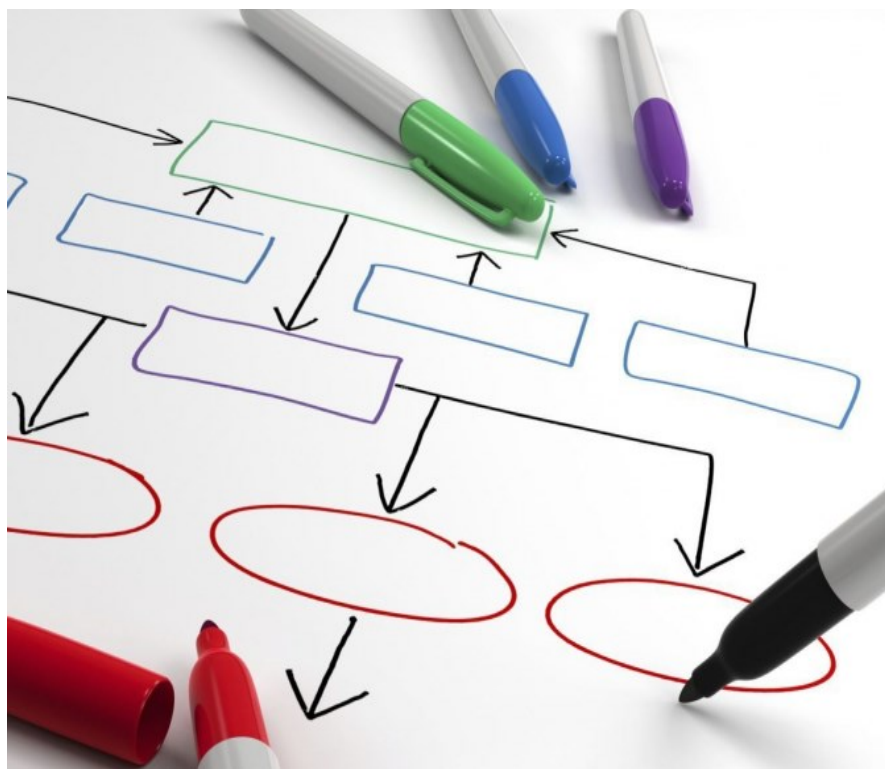


| <b>Title</b>                       | <b>Picture</b> |
|------------------------------------|----------------|
| 1. Be organized                    |                |
| 2. Understanding Your Presentation |                |
| 3. Eliminating Pessimism           |                |
| 4. Adequate Rest                   |                |
| 5. Avoid Memorizing                |                |
| 6. Understanding Your Fears        |                |
| 7. Being Human                     |                |
| 8. Be Jovial                       |                |
| 9. Using PowerPoint                |                |



**Fig. 13. A**

Source: [https://www.braginskyoleg.com/ru/news/2015/10/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.braginskyoleg.com/ru/news/2015/10/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 14. B**

Source: [https://psy-files.ru/solution/kak-ucitsa-natreninge.html?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://psy-files.ru/solution/kak-ucitsa-natreninge.html?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 15. C**

Source: [https://tr.pinterest.com/officentric/officentric/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://tr.pinterest.com/officentric/officentric/?utm_medium=organic&utm_source=yandexsmartcamera)



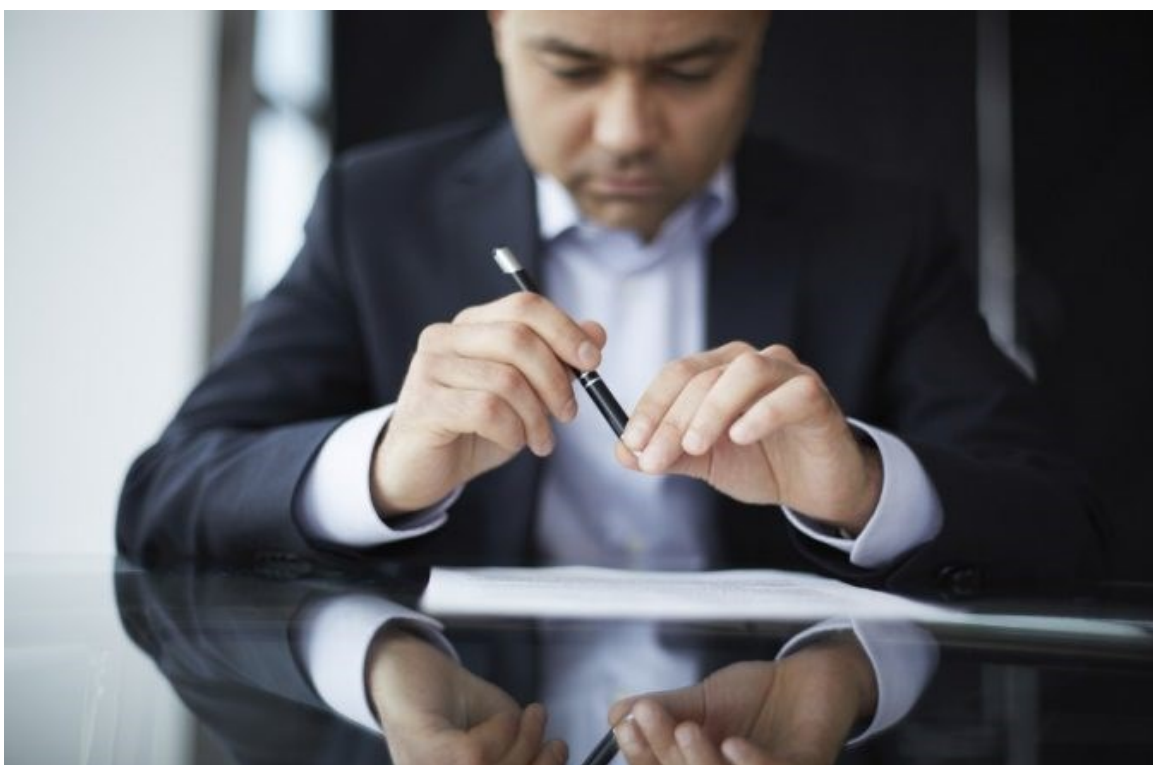
**Fig. 16. D**

Source: [https://ru.dreamstime.com/editorial/коллеги-работают.html?pg=6&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://ru.dreamstime.com/editorial/коллеги-работают.html?pg=6&utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 17. E**

Source: [https://kojgorodok.ru/govinfo/govinfofns/media/2020/2/12/o-provedenii-seminara-po-voprosam-nalogovogo-zakonodatelstva/?utm\\_medium=organic&utm\\_source=yandexsmartcam](https://kojgorodok.ru/govinfo/govinfofns/media/2020/2/12/o-provedenii-seminara-po-voprosam-nalogovogo-zakonodatelstva/?utm_medium=organic&utm_source=yandexsmartcam) era



**Fig. 18. F**

Source: [https://dzen.ru/a/ZKpkzggGiWdZToJk?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://dzen.ru/a/ZKpkzggGiWdZToJk?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 19. G**

Source: [https://www.sciencing.com/three-ways-for-scientists-to-communicate-their-results-of-scientific-research-12758603/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.sciencing.com/three-ways-for-scientists-to-communicate-their-results-of-scientific-research-12758603/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 20. H**

Source: [https://communityjournal.net/study-half-of-american-workers-dont-take-their-lunch-break/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://communityjournal.net/study-half-of-american-workers-dont-take-their-lunch-break/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 21. I**

Source: [https://www.youtube.com/channel/UCmt1F4q44tN0yWkqWpdQ\\_Fg/about?app=desktop&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/channel/UCmt1F4q44tN0yWkqWpdQ_Fg/about?app=desktop&utm_medium=organic&utm_source=yandexsmartcamera)

## **HOMEWORK**

**The task is to watch the video "How to Overcome Fear of Public Speaking: Be a Confident Speaker" and make a mind map.**

<https://ya.ru/video/preview/7975161720939962658>



## Lesson 5

### Tropes and Figures in Public Speaking

#### WARMING UP

##### 1. Complete the table with the definitions below

| Epithet | Metaphor | Personification | Irony | Comparison |
|---------|----------|-----------------|-------|------------|
| .....   | .....    | .....           | ..... | .....      |

|          |                                                                                                                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | A word or phrase used to describe somebody/something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful |
| <b>B</b> | The process of comparing two or more people or things                                                                                                                                                             |
| <b>C</b> | The funny or strange aspect of a situation that is very different from what you expect                                                                                                                            |
| <b>D</b> | The practice of representing objects, qualities, etc. as humans, in art and literature; an object, quality, etc. that is represented in this way                                                                  |
| <b>E</b> | An adjective or phrase that is used to describe somebody/something's character or most important quality, especially in order to give praise or criticism                                                         |

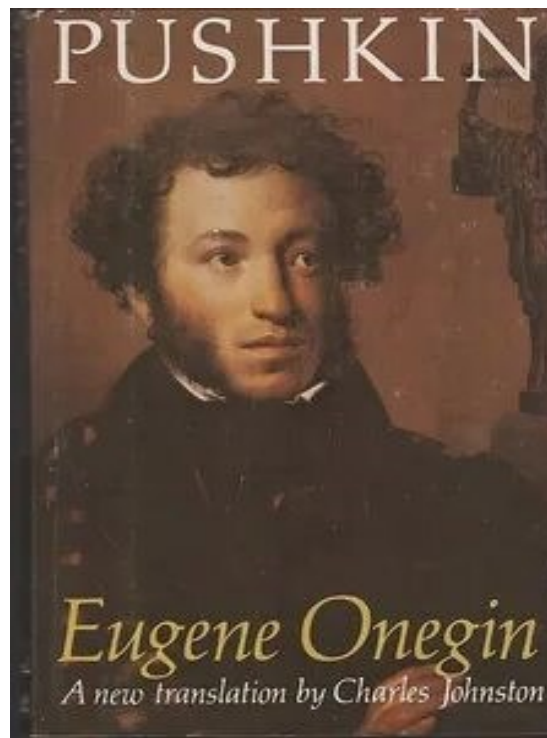
##### 2. What do you know about the writers in the photographs (Fig. 22–26)? What kind of books did they write?

1.



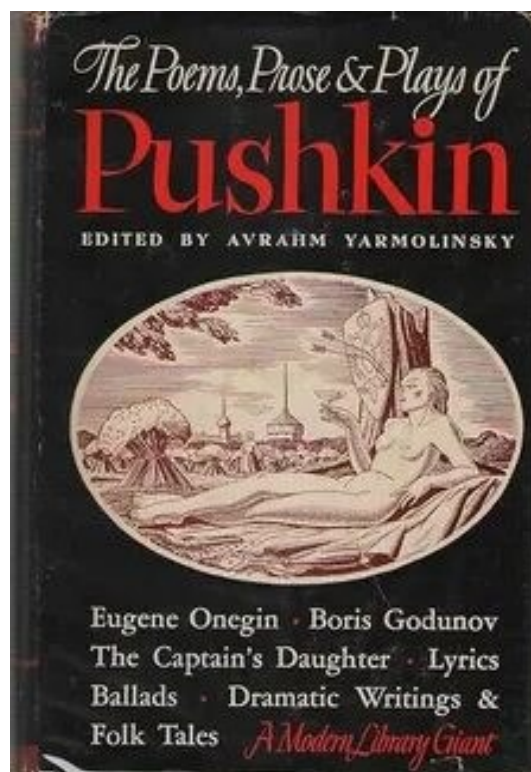
Fig. 22. A. S. Pushkin

Source: [https://монархизм.рф/category/dostoyanierossii/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://монархизм.рф/category/dostoyanierossii/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 23. A. S. Pushkin "Eugene Onegin"**

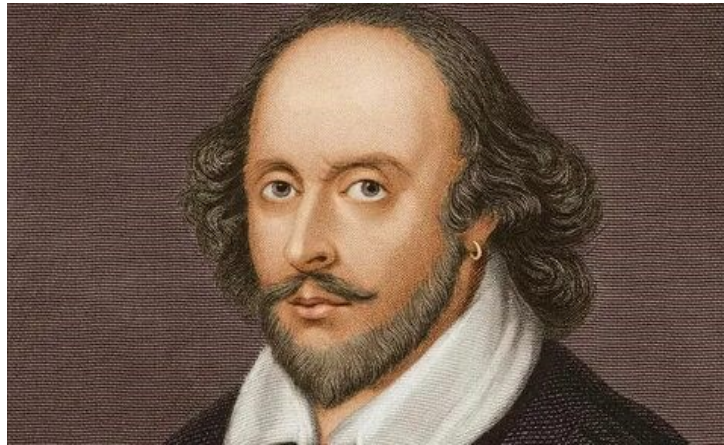
Source: [https://www.ivivu.com/blog/2018/06/8-mon-qua-luu-niem-nen-mua-khi-den-nga/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.ivivu.com/blog/2018/06/8-mon-qua-luu-niem-nen-mua-khi-den-nga/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 24. A. S. Pushkin "The Poems, Prose and Plays"**

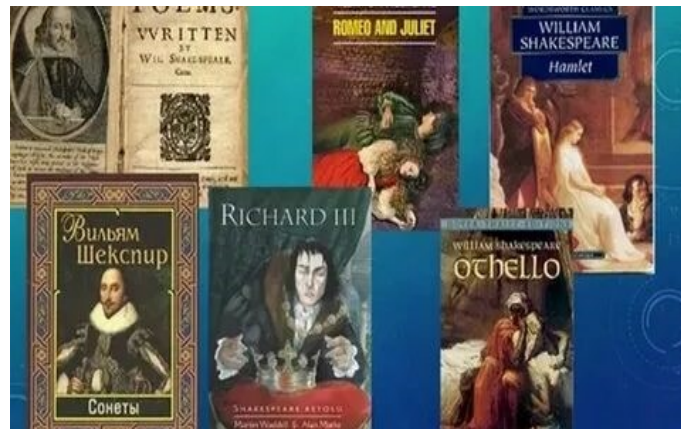
Source: [https://www.abebooks.com/book-search/isbn/0394607627/?utm\\_medium=organic&organic&utm\\_source=yandexsmartcamera](https://www.abebooks.com/book-search/isbn/0394607627/?utm_medium=organic&organic&utm_source=yandexsmartcamera)

2.



**Fig. 25. W. Shakespeare**

Source: [https://www.youtube.com/channel/UCny4kSapoAN75qavFBuIw-w/playlists?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/channel/UCny4kSapoAN75qavFBuIw-w/playlists?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 26. W. Shakespeare. Plays**

Source: [https://coffee-learn.ru/shekspir-pesy-chitat?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://coffee-learn.ru/shekspir-pesy-chitat?utm_medium=organic&utm_source=yandexsmartcamera)

**3. Read the article "Language techniques in Shakespeare's plays" and note what types of tropes were used by Shakespeare in his plays**

<https://www.bellshakespeare.com.au/language-techniques-in-shakespeares-plays>



| The type of trope | Example |
|-------------------|---------|
| 1.                |         |
| 2.                |         |
| 3.                |         |
| 4.                |         |
| 5.                |         |
| 6.                |         |
| 7.                |         |
| 8.                |         |
| 9.                |         |
| 10.               |         |

## VOCABULARY

### 1. Match the types of tropes with the sentences

|                                               |
|-----------------------------------------------|
| a) epithet   b) metaphor   c) personification |
| d) irony   e) comparison                      |

1. The babbling brook meandered alongside the path, skipping and jumping over the rocks.
2. Their teaching styles couldn't be more dissimilar: one is traditional and rigid, while the other is innovative and flexible.
3. You laugh at a person who slipped stepping on a banana peel and next thing you know, you slipped too.
4. Manuel walked on the white snow for a long time.
5. His voice was music to my ears, soothing and melodic.

## READING

### 1. Read the text. Ask 10 Wh-questions to the text above

#### Figure of Speech Definition

*What is a figure of speech? Here's a quick and simple definition:*

A figure of speech is a literary device in which language is used in an unusual – or "figured" – way in order to produce a stylistic effect. Figures of speech can be broken into two main groups: figures of speech that play with the ordinary meaning of words (such as **metaphor**, **simile**, and **hyperbole**), and figures of speech that play with the

ordinary arrangement or pattern in which words are written (such as **alliteration**, ellipsis, and **antithesis**).

Some additional key details about figures of speech:

- The ancient Greeks and Romans exhaustively listed, defined, and categorized figures of speech in order to better understand how to effectively use language. The names of most figures of speech derive from the original Greek or Latin.
- Figures of speech that play with the literal meaning of words are called tropes, while figures of speech that play with the order or pattern of words are called schemes.
- Figures of speech can take many forms. A figure of speech can involve a single word, a phrase, an omission of a word or phrase, a repetition of words or sounds, or specific sentence structures.

### **Figures of Speech VS Figurative Language**

There's a lot of confusion about the difference between the terms "figures of speech" and "**figurative language**." Most of the confusion stems from the fact that different people often use "figurative language" to mean slightly different things. The two most common (and most acceptable) definitions of figurative language are:

- **Figurative language refers to any language that contains figures of speech.** According to this definition, figurative language and figures of speech are not quite the same thing, but it's pretty darn close. The only difference is that figures of speech refer to each specific type of a figure of speech, while figurative language refers more generally to any language that contains any kind of figures of speech.
- **Figurative language refers to words or expressions that have non-literal meanings.** This definition associates figurative language only with the category of figures of speech called tropes (which are figures of speech that play with the literal meaning of words). So according to this definition, figurative language would be any language that contains tropes, but not language that contains the figures of speech called schemes.

You might encounter people using figurative speech to mean either of the above, and it's not really possible to say which is correct. But if you know about these two different ways of relating figurative language and figures of speech, you'll be in pretty good shape.

## Figures of Speech, Tropes, and Schemes

The oldest and still most common way to organize figures of speech is to split them into two main groups: tropes and schemes.

- **Tropes** are figures of speech that involve a deviation from the expected and literal meaning of words.
- **Schemes** are figures of speech that involve a deviation from the typical mechanics of a sentence, such as the order, pattern, or arrangement of words.

The scheme/trope classification system is by no means the only way to organize figures of speech (if you're interested, you can find all sorts of different categorization methods for figures of speech [here](#)). But it is the most common method, and is both simple and structured enough to help you understand figures of speech.

### *Tropes*

Generally, a trope uses comparison, association, or wordplay to play with the literal meaning of words or to layer another meaning on top of a word's literal meaning. Some of the most commonly used tropes are explained briefly below, though you can get even more detail on each from its specific LitCharts entry.

- **Metaphor.** A metaphor is a figure of speech that makes a comparison between two unrelated things by stating that one thing is another thing, even though this isn't literally true. For example, if someone says "it's raining cats and dogs," this obviously doesn't literally mean what it says— it's a metaphor that makes a comparison between the weight of "cats and dogs" and heavy rain. Metaphors are tropes because their effect relies not on the mechanics of the sentence, but rather on the association created by the use of the phrase "cats and dogs" in a non-literal manner.
- **Simile.** A simile, like a metaphor, makes a comparison between two unrelated things. However, instead of stating that one thing is another thing (as in metaphor), a simile states that one thing is like another thing. To stick with cats and dogs, an example of a simile would be to say "they fought like cats and dogs."
- **Oxymoron.** An oxymoron pairs contradictory words in order to express new or complex meanings. In the phrase "parting is such sweet sorrow" from *Romeo and Juliet*, "sweet sorrow" is an oxymoron that captures the complex and simultaneous feelings of pain and pleasure associated with passionate love. Oxymorons are tropes because their effect comes from a combination of the two words that goes beyond the literal meanings of those words.

- **Hyperbole.** A hyperbole is an intentional exaggeration of the truth, used to emphasize the importance of something or to create a comic effect. An example of a hyperbole is to say that a backpack "weighs a ton." No backpack literally weighs a ton, but to say "my backpack weighs ten pounds" doesn't effectively communicate how burdensome a heavy backpack feels. Once again, this is a trope because its effect comes from understanding that the words mean something different from what they literally say.

<https://www.litcharts.com/literary-devices-and-terms/figure-of-speech>



## 2. Choose the correct answer

1

**According to the text, what is the primary purpose of a figure of speech?**

- A. To confuse readers
- B. To use language in an unusual way to produce a stylistic effect
- C. To replace standard vocabulary
- D. To create complex grammatical structures

2

**How do tropes differ from schemes in figures of speech?**

- A. Tropes involve sentence mechanics while schemes involve word meaning
- B. Tropes play with the literal meaning of words while schemes involve sentence order or pattern
- C. Tropes are only used in poetry while schemes are used in prose
- D. Tropes and schemes are exactly the same linguistic device

3

**What is the key characteristic of a metaphor?**

- A. It always uses "like" or "as" in a comparison
- B. It makes a comparison between two unrelated things by stating one thing is another
- C. It only compares similar objects
- D. It describes things literally

4

**Which statement best describes the relationship between "figures of speech" and "figurative language"?**

- A. They are completely different linguistic concepts
- B. Figurative language can refer to language containing figures of speech or only to tropes
- C. They are always the same thing
- D. Figurative language is never used in literature

5

**What did ancient Greeks and Romans do with figures of speech?**

- A. Completely reject their use
- B. Ignore their linguistic significance
- C. Exhaustively list, define, and categorize them
- D. Use them only in poetry

6

**An oxymoron is best described as:**

- A. A grammatical error
- B. A simple comparison
- C. A pairing of contradictory words to express complex meanings
- D. A type of verb conjugation

7

**According to the text, how do hyperboles function?**

- A. By providing exact measurements
- B. By using literal language
- C. By intentionally exaggerating to emphasize importance or create comic effect
- D. By minimizing the significance of something

## **HOMEWORK**

**The task is to watch the video "Figures of speech Tropes" and fill out the table.**

<https://rutube.ru/video/e756ce12cbe895b702a6d0cfe9f7b442/?ysclid=m60jnyxa4835990590>



| <b>The type of trope</b> | <b>Definition</b> | <b>Example</b> |
|--------------------------|-------------------|----------------|
| 1. cliché                |                   |                |
| 2. euphemism             |                   |                |
| 3. inversion             |                   |                |
| 4. irony                 |                   |                |
| 5. litotes               |                   |                |
| 6. metonymy              |                   |                |
| 7. oxymoron              |                   |                |
| 8. zeugma                |                   |                |
| 9. metaphor              |                   |                |

## Lesson 6

### Great Speakers and Speeches in History

#### WARMING UP

#### 1. Match the pictures with the great speakers (Fig. 27–32)

A. John F. Kennedy

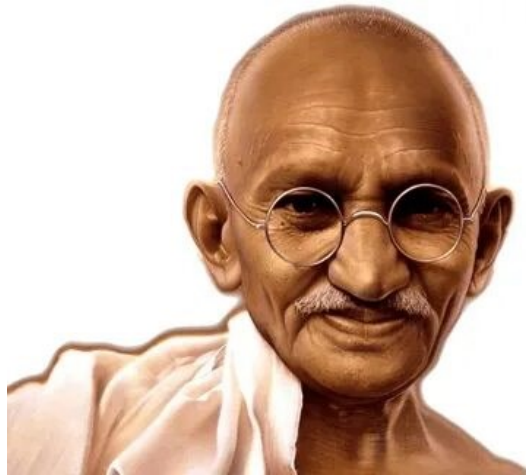
B. Winston Churchill

C. Vladimir Ilyich Lenin

D. Mahatma Gandhi

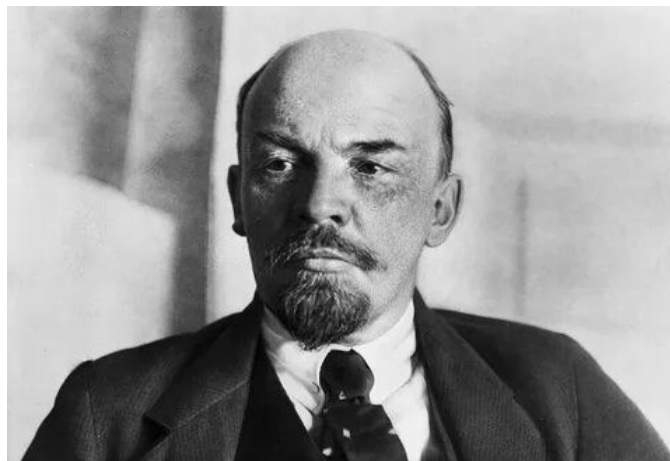
E. Nelson Mandela

F. Margaret Thatcher



**Fig. 27. Picture № 1**

Source: [https://nz.pinterest.com/ideas/gandhi-wisdom-text-design/926887097081/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://nz.pinterest.com/ideas/gandhi-wisdom-text-design/926887097081/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 28. Picture № 2**

Source: [https://www.youtube.com/watch?v=B1E9oFSa9kQ&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/watch?v=B1E9oFSa9kQ&utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 29. Picture № 3**

Source: [https://www.independent.co.uk/arts-entertainment/books/features/jfk-jackie-camelot-in-ga-avad-adolf-hitler-president-united-states-of-america-scott-farris-stein-watts-a7543851.html?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.independent.co.uk/arts-entertainment/books/features/jfk-jackie-camelot-in-ga-avad-adolf-hitler-president-united-states-of-america-scott-farris-stein-watts-a7543851.html?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 30. Picture № 4**

Source: [https://travelask.ru/blog/posts/2402-1955-god-kak-zhil-mir-60-let-nazad?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://travelask.ru/blog/posts/2402-1955-god-kak-zhil-mir-60-let-nazad?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 31. Picture № 5**

Source: [https://kuban24.tv/item/nelson-mandela-chto-my-znaem-o-bortse-za-svobodu?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://kuban24.tv/item/nelson-mandela-chto-my-znaem-o-bortse-za-svobodu?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 32. Picture № 6**

Source: [https://substack.com/@maxwang1/note/c55276546?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://substack.com/@maxwang1/note/c55276546?utm_medium=organic&utm_source=yandexsmartcamera)

## **2. Test yourself. Are these statements true or false?**

1. John F. Kennedy was known for his ability to deliver speeches that motivated and influenced people.
2. Winston Churchill initially struggled with public speaking but later became a master of it.
3. Nelson Mandela was the first black president of the United States.
4. Vladimir Lenin believed that the working class could achieve revolutionary consciousness without any guidance.
5. Margaret Thatcher often practiced voice modulation, emphasis, and medium-paced speaking to deliver her message understandably.
6. Gandhi's speeches aimed to share his political beliefs with the general public.
7. John F. Kennedy was a fighter for ending racial discrimination and segregation.
8. Winston Churchill – author of the terms "iron curtain" and "cold war".
9. Nelson Mandela established national harmony in South Africa, protected the security and rights of the white minority, and raised the wellbeing of the black majority.
10. Lenin – the only pseudonym of Vladimir Ulyanov.

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                |                                                                                                             |
|----------------|-------------------------------------------------------------------------------------------------------------|
| 1) impact      | a) the particular way in which something is done                                                            |
| 2) inspiring   | b) giving useful information                                                                                |
| 3) informative | c) exciting and encouraging you to do or feel something                                                     |
| 4) democracy   | d) speech or writing that is intended to influence people, but that is not completely honest or sincere     |
| 5) style       | e) a system of government in which the people of a country can vote to elect their representatives          |
| 6) emotions    | f) a strong feeling such as love, fear or anger; the part of a person's character that consists of feelings |
| 7) rhetoric    | g) the powerful effect that something has on somebody/something                                             |

### 1b. Complete the sentences with the verbs in the box.

|           |          |             |          |
|-----------|----------|-------------|----------|
| inspiring | styles   | informative | rhetoric |
| democracy | emotions | impact      |          |

1. I thought we were supposed to be living in a .....
2. The project's ..... on the environment should be minimal.
3. Findings suggest that while television is more ..... than the press, it is less persuasive.
4. They want a wide range of learning resources to suit different learning .....
5. Counseling can teach people to handle negative ..... such as fear and anger.
6. None of the leaders seems very .....
7. His speech was dismissed as mere ..... by the opposition.

## READING

**1. Read the text and find the answers to the questions. Match questions 1–4 to paragraphs A – D**

**1**

What were some of the notable firsts associated with John F. Kennedy's presidency?

**2**

What was the main focus of Winston Churchill's famous speeches during World War II?

**3**

What was the significance of Abraham Lincoln's "Gettysburg Address"?

**4**

How did Martin Luther King Jr. continue Abraham Lincoln's vision for America?

1.....

2.....

3.....

4.....

### **History's Greatest Speakers and Their Greatest Speeches**

#### **A. Abraham Lincoln**

Despite what you've heard, Abraham Lincoln was not a vampire hunter at any point in history. However, President Abraham Lincoln, the nation's 16th president, was one of the greatest speakers America had ever seen.

The Civil War was a time of great divisions, and at a moment where the fate of the country was at stake, Abraham Lincoln emerged as a leader capable of bringing his nation's citizens back together. On November 19, 1863, Abraham Lincoln gave his most famous speech and what is perhaps one of the greatest speeches ever written, "The Gettysburg Address." According to the Lincoln Memorial's website, the speech lasted only two minutes, but its impact continues to carry on.

Never underestimate the power of a few well chosen words. Enjoy more historical facts about this famous speech at the Lincoln Memorial Interactive Website. Including videos, pictures, and general information about visiting the historical site.

## **B. Dr. Martin Luther King Jr.**

Another great speaker and leader, Martin Luther King Jr. brought together people of all races in America, in many ways carrying on Abraham Lincoln's vision for an America where, "all men were created equal," and should be treated as equals. Martin Luther King Jr. was a man of tremendous conviction. He was willing to risk being imprisoned, assaulted, and ultimately gave his life for the cause of Civil Rights.

Martin Luther King Jr. spent his entire life dedicated to liberating the oppressed in America and seeking an end to racial segregation, a circumstance he knew all too well from his childhood growing up in Atlanta, Georgia. He led the famous Montgomery Bus Boycotts, was a proponent of nonviolent social change, and delivered his most famous speech, "I Have a Dream," to over 200,000 people.

The legacy of Martin Luther King Jr. lives on. His teachings continue to be shared with the world through his surviving family members, and through the work they do via The King Center based in Atlanta, Georgia.

## **C. John F. Kennedy**

John F. Kennedy was the nation's 35th president. According to the White House Official Website, he was a figure of many firsts. He was the first Roman Catholic President, and sadly "Kennedy was the youngest man to be elected president; he was the youngest to die." J.F.K. most famously delivered the line, "Ask not what your country can do for you – ask what you can do for your country." His words mobilized America's people at a time of great uncertainty.

J.F.K.'s gifts as an orator were well known, and his ability to unite people from all walks of life was an astounding accomplishment. One can only wonder what he might have achieved had he lived longer. His assassination on November 22nd, 1963 is a moment few who were living during the time will forget. Much like the attacks on Pearl Harbor and the attacks of September 11th, his tragic death marks a critical point in American history.

## **D. Winston Churchill**

[quote] You ask what is our aim? I can answer in one word: Victory. Victory at all costs. Victory in spite of all terror. Victory however long and hard the road may be. For without victory there is no survival." [/quote] Our final speaker, Winston Churchill, was a man of fiery proclamations and great determination. Winston Churchill was a British Politician and former Prime Minister, most well known for his leadership in the UK during World War II. His most famous speeches are his, "Iron Curtain," and "Their Finest Hour," to the House of Commons. A summary of his most famous quotations

are available at the Churchill Centre Website, and many of his other speeches are located there as well.

Great speakers have the ability to bring people together when circumstances seem to be pulling them apart. As time goes on, many great speakers will continue to emerge, and if they choose their words well, we'll continue to remember them for generations to come.

<https://blog.pencils.com/historys-greatest-speeches/>



## HOMEWORK

**The task is to watch the video "History's Greatest Speakers and Their Greatest Speeches" and fill out the table.**

<https://blog.pencils.com/historys-greatest-speeches>

| Speaker | Historical facts | The greatest speeches |
|---------|------------------|-----------------------|
| 1.      |                  |                       |
| 2.      |                  |                       |
| 3.      |                  |                       |
| 4.      |                  |                       |
| 5.      |                  |                       |
| 6.      |                  |                       |
| 7.      |                  |                       |
| 8.      |                  |                       |
| 9.      |                  |                       |

## Lesson 7

### Test № 1

#### READING

##### 1. Match the halves of sentences

|                                                                                                                                                                                                           |                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1) The speaker is usually ...                                                                                                                                                                             | a) ... entertainment at an event.                                                                           |
| 2) This is when the speaker will try ...                                                                                                                                                                  | b) ... introducing a featured guest or giving a toast.                                                      |
| 3) They could also be planned as ...                                                                                                                                                                      | c) ... speech at a wedding or an after-dinner speech given by a host of a party to thank guests for coming. |
| 4) This is when the speaker is ...                                                                                                                                                                        | d) ... a doctor explaining a procedure.                                                                     |
| 5) This could be a teaching lecturing about the Civil War, a student giving an oral report or showing how to decorate a cake or set up a blog, a museum docent explaining the history of painting, or ... | e) ... presenting interesting facts or lessons to the audience, or explain how to go about doing something. |
| 6) Topics are usually humorous and light and could serve a very specific purpose, like ...                                                                                                                | f) ... sharing a funny story or other anecdotal information.                                                |
| 7) Some examples of this would be the best man ...                                                                                                                                                        | g) ... to motivate to change a behavior, or to take action.                                                 |
| 8) The speaker might be trying to change your mind about something, to persuade you to change your opinion, ...                                                                                           | h) ... influencing the audience in some way.                                                                |

## **SPEAKING**

**Make up a short speech about one of the most well-known speakers in history.**

- 1. Speak, do not read.**
- 2. Prepare at least 12 sentences.**
- 3. Use a definite type of a speech (informative, persuasive entertaining).**

## UNIT 2. PREPARING FOR PUBLIC SPEAKING

### Lesson 1

#### Drawing up a Plan and Structure of the Speech

#### WARMING UP

##### 1. Answer the questions

1. How do you usually prepare when you need to give a speech or presentation?
2. What topics do you find most interesting to talk about in a speech?
3. Have you ever had to create a plan for a project or event? How did you do it?

#### VOCABULARY

##### 1a. Match the words from the text with their definitions

|                     |                                                                                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------|
| 1) plan             | a) the first part of a book or speech that gives a general idea of what is to follow                                 |
| 2) structure        | b) the main part of something, especially a building, a vehicle or a book, an article, etc.                          |
| 3) introduction     | c) a subject that you talk, write or learn about                                                                     |
| 4) conclusion       | d) set of rules or organization in a system                                                                          |
| 5) topic            | e) to say or do something that makes people feel more relaxed, especially at the beginning of a meeting, party, etc. |
| 6) body             | f) intention or decision about what one is going to do                                                               |
| 7) to break the ice | g) the end of something such as a speech or a piece of writing                                                       |

##### 1b. Complete the sentences with the verbs in the box

|      |           |                  |            |
|------|-----------|------------------|------------|
| plan | structure | to break the ice | conclusion |
|      | topic     | introduction     | body       |

1. The main ..... of conversation was Tom's new girlfriend.
2. The company has a clear ..... for decision-making.
3. .... of the book was disappointing.
4. He made a ..... to visit his parents over the weekend.
5. Can you write a brief ..... to the text?
6. There are some references in the main ..... of the text.
7. Jim organized a few party games to ..... when people first arrived.

## READING

### 1. Read the text. Ask 10 Wh-questions to the text below

#### A Guide to Basic Speech Structure

*“A Speech is not an essay up on its hind legs!”*

The biggest difference between preparing a speech and preparing an essay is the audience. The essay's audience – a reader – takes in the written ideas through the eyes. A public presentations' audience, however, understands the speaker's ideas by seeing, hearing and "feeling" the speaker by using their eyes, ears and heart. If an essay's ideas aren't clear, its audience can read the words over and over again. When speaking in front of a live audience, however, you only have one shot at getting your point across.

#### **Good news! You can get your point across in one shot with structure**

I like to think of a speech as a journey that you and your audience take together. You don't want to lose your audience, so plan for a clear beginning (introduction), middle (body) and end (conclusion).

**FIRST: Decide where you're going.** Where are you taking your audience? We call this your **PURPOSE**, and speakers often begin their planning by writing a **purpose statement**.

#### **Purpose statements are ambitious, active and audience focused**

#### **Here are some examples:**

- My purpose is to teach my audience three ways they can turn data into clear, useful charts.
- My purpose is to persuade my audience to vote for this new idea because it's affordable, quick to implement and will have long-lasting positive impact.
- My purpose is to inspire my audience by sharing research that may predict sustainable life on Mars.

## **A purpose statement is critical in speech planning because:**

1. It keeps you "one sentence clear." You know where you're headed with the audience.
2. It basically writes the body of your speech for you.
3. It gives you a way to evaluate how successful you were after your presentation.  
Ask yourself: Did I achieve my purpose?

Now that you have your purpose statement, you can write your Introduction, right? WRONG!

**Begin writing your speech by outlining the body of the speech first.** Then write the introduction. You can't introduce what you haven't written yet, so begin with the body of the speech first. Ultimately, the outline of your speech will have an introduction, a body and a conclusion.

### **Introduction**

1. **Engage the audience.** Start with a story, a startling statement, statistic, or a question that grabs your audience's attention. The best presentations begin by answering "why". In other words, *why you are excited* about your research or speech topic, and most important, *why the audience should care*. Watch Simon Sinek's TED talk for inspiration.
2. **Focus the presentation.** Now that your audience knows *why* they should care, state your thesis or goal. Let your audience know *what* they'll learn.
3. **Preview** the presentation's structure, content or approach to let the audience know how the presentation will unfold.

### **Body**

Organize your talk logically and clearly around 2–3 main points or arguments. For each major section of your presentation, follow the "**4S Structure**":

- **Signpost the point.**
- **State the point** clearly and succinctly.
- **Support the point** with data, cases, description, relevant studies, etc.
- **Summarize the point.**

Then make a clear transition to the next major section.

## Conclusion

1. **Summarize and re-focus.** Review key points or arguments. Restate the thesis.

2. **Close.** Create a closing statement. Nodding back to the introduction can alert the audience that the speech has come to an end and provides a satisfying sense of final closure. Avoid using "Thank you" as your conclusion. Wait until the audience applauds. Then, thank them for that.

## Audience Questions

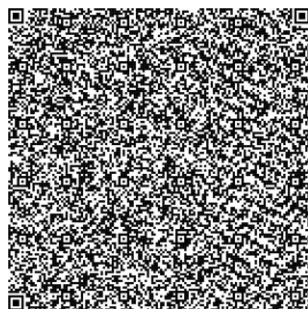
<https://www.amherst.edu/academiclife/support/writingcenter/public-speaking/resources-for-public-speaking/speech-structure>



## HOMEWORK

**Draw up the structure of the speech "Motivational Speech" and fill out the table.**

<https://docs.yandex.ru/docs/view?tm=1738948621&tld=ru&lang=en&name=motivational-speech-example-pdf&text=Motivational%20speech%20-%20one%20example&url=https%3A%2F%2Fassets.myperfectwords.com%2Fblog%2Fspeech-writing%2Fspeech-examples%2Fmotivational-speech-example-pdf.pdf&lr=50&mime=pdf&llon=ru&sign=9eb323bdd046154151ce85c77cd3e4be&keyno=0&serpParams=tm%3D1738948621%26tld%3Dru%26lang%3Den%26name%3Dmotivational-speech-example-pdf.pdf%26text%3DMotivational%2Bspeech%2B-%2Bone%2Bexample%26url%3Dhttps%253A%2F%2Fassets.myperfectwords.com%2Fblog%2Fspeech-writing%2Fspeech-examples%2Fmotivational-speech-example-pdf.pdf%26lr%3D50%26mime%3Dpdf%26llon%3Dru%26sign%3D9eb323bdd046154151ce85c77cd3e4be%26keyno%3D0>



### Speech №1

| <b>Introduction</b> | <b>Body</b> | <b>Conclusion</b> | <b>Audience Questions</b> |
|---------------------|-------------|-------------------|---------------------------|
| 1.                  | 1.          | 1.                | 1.                        |
| 2.                  | 2.          | 2.                | 2.                        |
| 3.                  | 3.          | 3.                | 3.                        |
| 4.                  | 4.          | 4.                | 4.                        |
| 5.                  | 5.          | 5.                | 5.                        |

## Lesson 2

### Target Audience Research

#### WARMING UP

1. Use words below to add to the word map (Fig. 33)

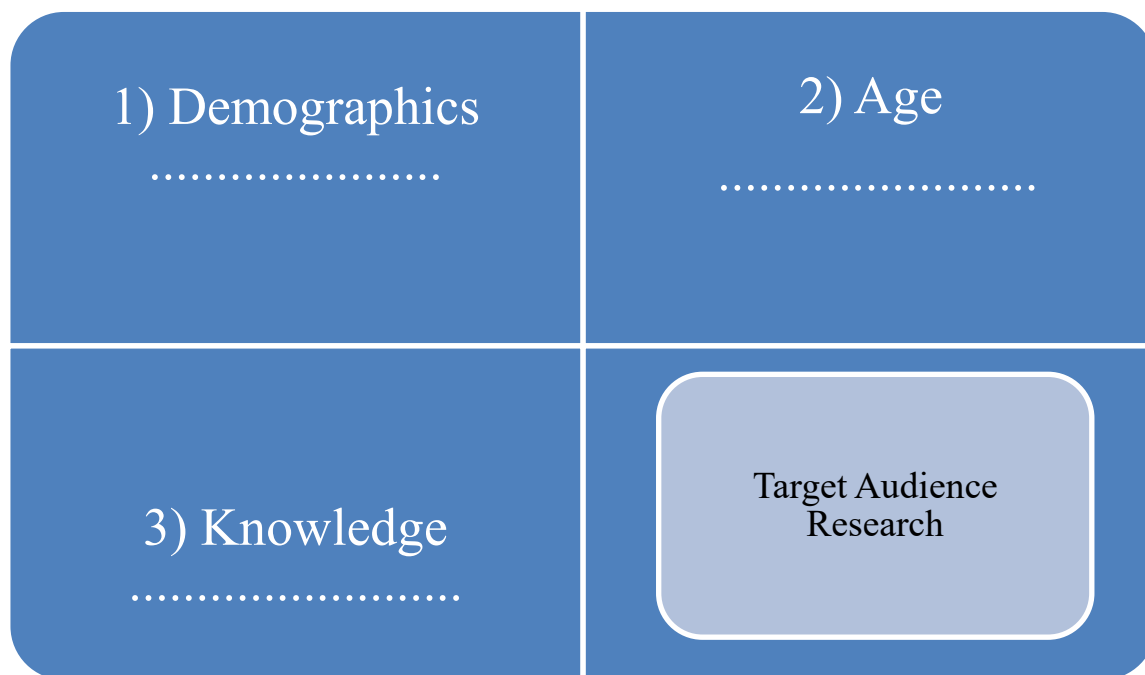


Fig. 33. Target audience research

#### VOCABULARY

|                          |                           |                          |
|--------------------------|---------------------------|--------------------------|
| audience analysis        | audience needs            | citing sources           |
| audience prior knowledge | primary sources           | secondary sources        |
| relevance of the topic   | effective online research | trustworthiness criteria |

2. Complete the sentences with the verbs in the box

|                        |                           |                          |
|------------------------|---------------------------|--------------------------|
| audience analysis      | citing sources            | audience prior knowledge |
| relevance of the topic | effective online research |                          |

1. He presupposes the ..... of the topic before starting his presentation.
2. Every marketing campaign has to start with an ..... .

3. Finding a suitable keyphrase is essential for .....
4. In this English abstract, the author should indicate the .....
5. In some editions, without ....., the specifications of the new aircraft are published.

## READING

### 1. Before reading, match the words with their definitions

|                        |                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------|
| 1) listeners           | a) the foundation for being a thoughtful listener                                                  |
| 2) cultural background | b) the mental outlook of optimism and of expecting good things to happen                           |
| 3) values              | c) a person who listens                                                                            |
| 4) analysis            | d) principles or standards of behavior                                                             |
| 5) professional        | e) process of breaking down a subject into parts to understand it                                  |
| 6) listeners' mindset  | f) a set of beliefs, norms, values, and practices a person has inherited from their cultural group |
| 7) positive attitude   | g) someone highly skilled in a specific field                                                      |

### 2. Match the parts of the text with their titles

Titles:

1. Mapping of listeners (demographic information)
2. Listeners' general background
3. Listeners' mindset
4. Mapping of needs
5. Prior knowledge mapping

A.....

Analyzing the audience, it's important to find out if you've had any previous contact (either direct or indirect) with someone in the audience, and find out how it can affect your message. Keep in mind that you may not know anything about your listeners, but they might have heard about you, which shaped a certain opinion.

#### The listeners' mindset in relation to you

*Story: When I was a student, a famous politician attended our class. He knew precisely what our attitude towards him was negative. Therefore, he started his presentation by cheerfully giving out candy and chatting about sweet nothings in the introduction for the sake of a friendly environment.*

Of course, this is a cheap trick, but by the time he was giving out candy, our brains went like, "I don't know anything about him but what the media says. What I can see right now is totally different from what was written in the media!"

In other words, this politician knew exactly that our attitude towards him was negative, and he tried to change it right from the start. When audience analysis for public speaking reveals that for some reason the listeners are negatively minded about you, the hostile atmosphere shouldn't surprise you. Perhaps you should better do something to improve it.

An important note: if the listeners don't know anything about you, their attitude is usually neutral or rather positive. Why positive? Because they expect you to make a good presentation and the better you do, the better they will do. The listeners generally don't want you to fail, and knowing this should make it much easier for you to start your presentation.

#### The listeners' mindset in relation to the topic

It may happen that the listeners' mindset in relation to you is positive, but as the attitude towards the topic is negative, the air is tense. For example, you are the executive manager of a company, respected by all the employees. This means that their attitude towards you is positive.

Today, however, you're making a presentation on the following topic: "Good friends! Unfortunately, the company is facing difficult times. We are forced to make every third employee redundant and cut the salary of the rest by 20 %."

How enthusiastic could they be about your message? If you know that the subject is unpleasant, you should prepare your explanations beforehand.

## The listeners' mindset in relation to the organization you represent

It can also be that the attitude towards you or the topic is not relevant as the organization you represent is the crucial background. For example, if I have to talk about search engine optimization (SEO) and come from Google's headquarters, the mere fact that I work for Google gives my story more credibility.

### **B.....**

There's a certain kind of speakers who talk in what sounds like English but no-one can understand anything. They use sophisticated wording or use a specialized language nobody can understand.

There's also another kind who speak at such a basic level that listening to them is just about as exciting as watching paint dry on the wall. You need to keep in mind that the role of the speaker is to adjust their presentation to the level of knowledge of the listeners.

The speaker also needs to give the listeners an opportunity to digest the information. If the listeners' level of knowledge is different or the speaker doesn't know them, it's necessary to start with something simple and comprehensible, which, in turn, doesn't mean that your presentation has to be flat and meaningless.

Here are some questions to think about during your audience analysis and before you go on with your presentation.

### How much do they know about the topic?

This will give you an opportunity to clarify what level you need to prepare yourself for. If audience analysis reveals that the audience consists of listeners of different levels, where some know a lot, and others, not so much, you have to refer to it in your introduction.

*For example, "Good listeners! We have people here today who are very familiar with the topic, and there are also people who haven't heard anything about it. I'd like to ask our experts a favour. If you feel like adding to my story, feel free to do so. But if you feel that my story is boring at times, please remember that I'm trying to help those who don't really know much about the subject."*

### Are there experts among the listeners?

If there's an expert in the audience who catches you red-handed making a factual mistake or two, they'd want to point them out (which has nothing to do with being a

smarty pants). For you, this means that if someone is constantly correcting you, your credibility may decrease in the eyes of the listeners.

However, the same expert can also support you during your presentation.

*For example, "Janek, can I please add something? I've been working in this field for about 10 years and, based on my experience, I want to say that the speaker is correct. For my part, I'd like to point out one thing..."*

When someone in the audience says that the speaker is correct, it's likely to enhance the speaker's credibility. But remember, if audience analysis reveals that there's an expert in the audience, you need to prepare even more thoroughly.

C.....

*"What you want is the opportunity to work and an audience. Prizes after that are just a great big bonus," – Kenneth Branagh.*

#### The number of listeners

This will tell you which venue you need. If you need to make copies of your materials, you'll know how many copies you need. In addition, one reason for the [fear of public speaking](#) is "There are so many of them!" If you also have the same problem, you'll know [how to deal with it](#).

#### How old are they?

With age comes experience. It's only 10 years between the ages of 20 and 30, but 10 years mark an ocean of experiences. This, in turn, means that a 30-something listener perceives your story through their experience and knowledge much more than a younger one.

Some things you talk about from your experience may have nothing to do with the younger people.

Say, you're talking about a very complicated technical issue, but your listeners are mostly older people. In this case, you should think twice about how – and using what examples – to clearly explain the topic to your listeners.

#### How many men and women?

Let's be honest: Men and women sometimes understand the same things in a completely different way. There are also topics that target women (e.g., healthy eating) or men more (e.g., football).

Regardless of the topic, during your audience analysis, it would be wise to think about which examples you can use for women and men to understand it clearly.

**D. ....**

Listeners are always looking for an answer to their subconscious question: "How do I benefit from this?" If you can answer their question, you've made a great step forward to creating a positive relationship with the audience. To answer this question, you need to know what your audience is expecting.

How can the audience benefit from your presentation?

Instead of reinventing the wheel, find out the purpose of your presentation from the organizer. Why are you invited and what should your presentation result in ideally?

I always ask this question, and it often turns out that the organizer hasn't given it thought either. This, however, means a potential problem for you as a speaker, as in such cases, the rest of the organizational process needs improvement.

Why is this topic interesting for the listeners?

Is there any kind of professional need for this? How does it relate to their daily work? etc. In the worst-case scenario, if nobody showed interest in your topic, the organizer chose it. In this case, you need to consider even more carefully about how to make your examples juicier.

Do the listeners have any particular expectations for you?

For example, my public speaking training is always very intense and fun. Participants always have tons of laughs and leave in a good mood. At one point, however, I had to lead a seminar on a slightly more serious topic (time management), which is no longer a fun topic. I finished my presentation, and a participant came up to me saying, "I really liked it, but as your public speaking training was very fun, I was expecting a lot of fun here too."

Audience analysis for public speaking may reveal that the listeners have expectations for you. If you know them, you can also prepare more thoroughly.

**E.....**

Do participants know each other?

People who know each other tend to ask more questions and be more active. If your analysis reveals that the listeners don't know each other, you have to accumulate more energy to engage your listeners (Fig. 34).



**Fig. 34. Target audience questions**

Source: [https://lafazandanismanlik.com/en/index.php?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://lafazandanismanlik.com/en/index.php?utm_medium=organic&utm_source=yandexsmartcamera)

However, as novice public speakers [mostly fear questions](#), they pray for their listeners to be complete strangers.

What are the listeners' values or beliefs?

If you find out that your audience's main value is 1. money 2. more money 3. even more money, but your presentation topic is "Sun, homeland, and meadows," be ready that you won't get far using the standard approach.

What background do the listeners have?

Are there any professionals? Experts? Are there top executives or officials? Which area representatives can you meet? It may be that you find out a lot of similar information about the background of your listeners, which will allow you to prepare more thoroughly.

How do they get along with each other?

It may happen that the audience is divided into several rivaling groups (e.g., different departments of one company). Or their relationship is rotten. It's reasonable to carry out this analysis to find out whether and how it could disrupt your presentation. It's quite annoying if a couple of listeners start arguing during your presentation.

<https://speakandconquer.com/audience-analysis/>



## **HOMEWORK**

**Read these opinions. Which one do you agree with the most and why? Write a short paragraph (50 – 100 words).**

**S**

**Sarah**

I honestly think target audience research is super important for public speaking. When I gave my first presentation in college, I had no idea who my audience was, and it completely bombed. But after that, I started asking questions about my audience and tailoring my speeches to them, which really made a difference. It's all about connecting with people, you know?

**M**

**Mike**

I don't see the point of doing all that audience research before speaking. I mean, when I just speak from the heart, it works better for me. Last month, I presented at my book club without prepping based on who would be there, and people loved it! If I had tried to fit into some mold, it wouldn't have felt genuine.

**L**

**Lisa**

I'm not really sure where I stand on this whole target audience research thing. Sometimes it feels like it's a good idea, but then I wonder if it takes the fun out of just sharing what's in your heart. Like, I hesitated for days before my last talk because I didn't know if I should focus on the audience or just tell my story. In the end, I ended up doing a mix of both, but I'm still unsure if that was the right call.

**T**

**Tom**

This topic really hits home for me. Last year, I spoke at a family gathering and realized I didn't think of my family as an audience at all. I shared a story about my childhood that moved everyone to tears. They connected with it so much more than anything else I could have prepared. It made me realize how important it is to know who you're talking to; it can change everything.

## Lesson 3

### While Public Speaking: Jump start Presentation

#### WARMING UP

##### 1. Self-Study (Fig. 35)



Fig. 35. Excellent ways to start a presentation

Source: [https://id.pinterest.com/pin/boost-your-presentation-skills-with-these-tips-infographic-tips-students--274227064790524229/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://id.pinterest.com/pin/boost-your-presentation-skills-with-these-tips-infographic-tips-students--274227064790524229/?utm_medium=organic&utm_source=yandexsmartcamera)

##### 2. Discover your learning style. This questionnaire will help you discover what kind of learner you are. Read each row and check the one option (Fig. 36–48)

| A                                             | B                                                                                                                    | C                                                                               |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| I prefer lessons where we can discuss things. | I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw. | I prefer lessons where we can do something practical – or at least move around. |

| A                                                                                                                                                                                                                                                                                                                                    | B                                                                                   | C                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                      |    |                                                                         |
| <p align="center"><b>Fig. 36. Picture № 1</b></p> <p>Source: <a href="https://steemit.com/blackboard/@taijos/lapizarra?utm_medium=organic&amp;utm_source=yandexsmartcamera">https://steemit.com/blackboard/@taijos/lapizarra?utm_medium=organic&amp;utm_source=yandexsmartcamera</a></p>                                             |                                                                                     |                                                                         |
| I often sing to myself in class.                                                                                                                                                                                                                                                                                                     | I often doodle in class.                                                            | I often fiddle with things in class (a pen, paper clip or rubber band.) |
|                                                                                                                                                                                                                                                                                                                                      |   |                                                                         |
| <p align="center"><b>Fig. 37. Picture № 2</b></p> <p>Source: <a href="https://fr.dreamstime.com/photographie-stock-trombone-image13975362?utm_medium%20=organic&amp;utm_source=yandexsmartcamera">https://fr.dreamstime.com/photographie-stock-trombone-image13975362?utm_medium%20=organic&amp;utm_source=yandexsmartcamera</a></p> |                                                                                     |                                                                         |
| When learning a new skill, I prefer someone to explain to me how to do it.                                                                                                                                                                                                                                                           | When learning a new skill, I prefer to watch someone else show me how to do it.     | When learning a new skill, I prefer to just get on with it.             |
|                                                                                                                                                                                                                                                                                                                                      |  |                                                                         |
| <p align="center"><b>Fig. 38. Picture № 3</b></p> <p>Source: <a href="https://stihi.ru/2019/10/14/7707?utm_medium=organic&amp;utm_source=yandexsmartcamera">https://stihi.ru/2019/10/14/7707?utm_medium=organic&amp;utm_source=yandexsmartcamera</a></p>                                                                             |                                                                                     |                                                                         |

| A                                                                                                                                                                                                                                                                                                                                                                                      | B                                                                                   | C                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| When the adverts come on the telly – I like to sing along with them.                                                                                                                                                                                                                                                                                                                   | When the adverts come on the telly – I like to watch them.                          | When the adverts come on the telly – I get up and do something. |
|                                                                                                                                                                                                                                                                                                                                                                                        |    |                                                                 |
| <p align="center"><b>Fig. 39. Picture № 4</b></p> <p>Source: <a href="https://itzine.ru/tag/qled?utm_medium=organic&amp;utm_source=yandexsmartcamera">https://itzine.ru/tag/qled?utm_medium=organic&amp;utm_source=yandexsmartcamera</a></p>                                                                                                                                           |                                                                                     |                                                                 |
| I would prefer to listen to a story.                                                                                                                                                                                                                                                                                                                                                   | I would prefer to see a comic strip of a story.                                     | I would prefer to act out a story.                              |
|                                                                                                                                                                                                                                                                                                                                                                                        |   |                                                                 |
| <p align="center"><b>Fig. 40. Picture № 5</b></p> <p>Source: <a href="https://sh-ustkulsckaya-r138.gosweb.gosuslugi.ru/roditelyam-i-uchenikam/poleznaya-informatsiya/?utm_medium=organic&amp;utm_source=yandexsmartcamera">https://sh-ustkulsckaya-r138.gosweb.gosuslugi.ru/roditelyam-i-uchenikam/poleznaya-informatsiya/?utm_medium=organic&amp;utm_source=yandexsmartcamera</a></p> |                                                                                     |                                                                 |
| I have a good memory for people's names.                                                                                                                                                                                                                                                                                                                                               | I have a good memory for faces.                                                     | I am good at learning physical skills.                          |
|                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                 |
| <p align="center"><b>Fig. 41. Picture № 6</b></p> <p>Source: <a href="https://cdn.vectorstock.com/i/500p/87/42/brain-with-gears-innovation-concept-vector-4138742.jpg">https://cdn.vectorstock.com/i/500p/87/42/brain-with-gears-innovation-concept-vector-4138742.jpg</a></p>                                                                                                         |                                                                                     |                                                                 |

| A                                           | B                                                                                 | C                                             |
|---------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------|
| I prefer teachers who explain things to us. | I prefer teachers who use diagrams to show us things.                             | I prefer teachers who get us to do something. |
|                                             |  |                                               |

**Fig. 42. Picture № 7**

Source: [https://media.istockphoto.com/id/1569829431/ru/векторная/классная-учительница.jpg?s=612x612&w=is&k=20&c=m6n32eG0UwOS0stlkswqTg2E\\_zLzPajhn-khadLsifk=](https://media.istockphoto.com/id/1569829431/ru/векторная/классная-учительница.jpg?s=612x612&w=is&k=20&c=m6n32eG0UwOS0stlkswqTg2E_zLzPajhn-khadLsifk=)

|                                                 |                                                                                     |                                                   |
|-------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------|
| If I get in trouble in class, it's for talking. | If I get in trouble in class, it's for drawing on the desk or all over my books.    | If I get in trouble in class, it's for fidgeting. |
|                                                 |  |                                                   |

**Fig. 43. Picture № 8**

Source: [https://kaz.tgstat.com/channel/@khuligankz/stat?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://kaz.tgstat.com/channel/@khuligankz/stat?utm_medium=organic&utm_source=yandexsmartcamera)

|                                                                             |                                                                                     |                                                                    |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| On a long journey I like to listen to music or talk to the other travelers. | On a long journey I like to look at the scenery or read a book.                     | On a long journey I can't wait until we spot so I can walk around. |
|                                                                             |  |                                                                    |

**Fig. 44. Picture № 9**

Source: [https://yandex.com/maps/org/taxi\\_alushta/52545708447/?ll=34.583592%2C44.675887&z=6&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://yandex.com/maps/org/taxi_alushta/52545708447/?ll=34.583592%2C44.675887&z=6&utm_medium=organic&utm_source=yandexsmartcamera)

| A                                                                            | B                                                                                 | C                                       |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|
| When I am discussing something, I sometimes use words my friends don't know. | When I am discussing something, I like to doodle.                                 | I use my hands a lot when I am talking. |
|                                                                              |  |                                         |

**Fig. 45. Picture № 10**

Source: [https://www.alamy.com/stock-photo/group-public.html?imgt=8&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.alamy.com/stock-photo/group-public.html?imgt=8&utm_medium=organic&utm_source=yandexsmartcamera)

|                                            |                                                                                     |                                                               |
|--------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|
| If I could be famous, I would be a singer. | If I could be famous, I would be a film-star.                                       | If I could be famous, I would be a sports-person (or dancer). |
|                                            |  |                                                               |

**Fig. 46. Picture № 11**

Source: [https://ulptd.ru/content-page/igra-mikrofon-pesnya?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://ulptd.ru/content-page/igra-mikrofon-pesnya?utm_medium=organic&utm_source=yandexsmartcamera)

|                                             |                                                                                     |                                     |
|---------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|
| I would rather listen to my favorite music. | I would rather watch my favorite TV program.                                        | I would rather go outside and play. |
|                                             |  |                                     |

**Fig. 47. Picture № 12**

Source: [https://www.pinterest.com/pin/little-boy-making-snow-fort-royalty-free-vector-image--677369600218345409/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.pinterest.com/pin/little-boy-making-snow-fort-royalty-free-vector-image--677369600218345409/?utm_medium=organic&utm_source=yandexsmartcamera)

|                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| In my spare time I would prefer to listen to music or chat with friends.                                                                                                                                                                                                                                                                                 | In my spare time I would prefer to watch TV or a video.                           | In my spare time I would prefer to do something physical, such as sport or dancing. |
|                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                     |
| <p align="center"><b>Fig. 48. Picture № 13</b></p> <p align="center">Source: <a href="https://www.teahub.io/viewwp/oTbiwm_through-window-landscape-background/?utm_medium=organic&amp;utm_source=yandexsmartcamera">https://www.teahub.io/viewwp/oTbiwm_through-window-landscape-background/?utm_medium=organic&amp;utm_source=yandexsmartcamera</a></p> |                                                                                   |                                                                                     |
| If you scored mainly <u>A</u> ,<br><b>you are an<br/>AUDITORY Learner</b>                                                                                                                                                                                                                                                                                | If you scored mainly <u>B</u> ,<br><b>you are a<br/>VISUAL Learner</b>            | If you scored mainly <u>C</u> ,<br><b>you are a<br/>KINAESTHETIC<br/>Learner</b>    |

## READING

### 1. Before reading, match the words with their definitions

|                             |                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------|
| 1) business presentation    | a) information or criticism about someone's work or performance                               |
| 2) audience engagement      | b) the degree of interaction and involvement of individuals in a particular activity or event |
| 3) feedback                 | c) to come up with creative ideas                                                             |
| 4) to think outside the box | d) exchange of information that is clear and understood                                       |
| 5) effective communication  | e) having specific and easily understood goals or targets                                     |

|                     |                                                                                                                                                                                                               |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6) strong opinion   | f) formal information about the business products or practices carried out by using audio and visual presentation material such as statistical documents, projectors, flip charts, whiteboards, and much more |
| 7) clear objectives | g) having firm and strongly held beliefs or viewpoints about something                                                                                                                                        |

## 2. Read the text and answer the questions

### **Jump-Start Guide to Essential Business Presentation Skills**

*In this article you'll discover what you must do to feel confident when you've set yourself the challenge of making a business presentation. Get a thorough introduction to the basic skills every effective public speaker uses.*

You stand at the front of the room, facing the audience. Every pair of eyes is directed at you, every face eager with anticipation for what you're about to say. You feel your heart thumping in your chest. Your nerves give you an extra energy and vibe.

Can you imagine yourself in this situation? Would you choose to stand in front of an audience to practice your public speaking? I've done it, and it's an intense and rewarding experience.

Maybe you don't have a choice. Perhaps you've been asked to give a presentation for a job interview, or as part of a project proposal for a client. Perhaps you've been asked to give a report on your work at the next board meeting.

Whatever your reason for giving a presentation, knowing the basic skills you need will help you conduct yourself with confidence and finesse.

In this article I'll show you what you must do to feel confident when you've set yourself the challenge of making a business presentation. I'll also introduce you to the basic skills every effective public speaker uses.

Let's begin where you should start.

## **The First 6 Ps**

We've all sat through dull presentations, watching the clock and wishing the speaker had never got up on stage. You may even have given a boring presentation. I know I've done it, despite my better judgment.

To avoid this, you need to make sure your presentation doesn't send your audience snoring. The solution lies in an adage from the British Army, known as the 7Ps. I'll quote six of them here: *Proper Planning and Preparation Prevents Poor Performance*.

In a moment, we'll look at an *unofficial 7th P*.

### **How should you plan and prepare?**

Recently, I was invited to speak at a conference. I've organized many conferences and spoken at a good number of them, so I felt confident I could deliver a solid presentation. I wrote my talk, and sent a draft to the conference organizers, who approved it.

Everything seemed to be going well. Then I arrived at the conference and discovered it was an academic conference. All the other speakers had prepared formal, referenced papers, whereas my speech was an informal talk.

When my turn came to speak, the audience listened politely, but they weren't particularly engaged. Knowing I'd missed the mark with my speech, my confidence plummeted, and by the end of the presentation I was ready to run off the stage.

What's the lesson from this? First, even experienced speakers can lose their nerve or mess up a speech. Second, to deliver an effective speech, you must prepare properly – which means knowing your audience.

I made the mistake of not finding out exactly who I would be speaking to. I won't make that mistake again.

Even if you think you know who will be in the audience, you should make the effort to find out as much about them as you can. For example, you may be asked to give a presentation as part of a job interview. You may think "*I know the audience will be the interview panel, and they want me to give a presentation of my skills and professional experience.*" You're thinking in the right direction, but it's not enough. Get in touch with the company you're going to interview with, and find out exactly who

will be on the interview panel. What are their positions in the company? What are they specialists at?

Whoever you'll be giving your presentation to, it's a good idea to talk to people who will be in the audience beforehand, if you can. Find out more about who they are and what they want to get out of the presentation.

The more you find out about your audience, the better presentation you'll write and deliver. In particular, you want to find out their level of knowledge about the topic. Knowing this allows you to pitch your talk at the right level. Your audience will be kept engaged if you teach them something new or surprising. By making the effort of finding out who your audience will be, you can ensure you do enough research to teach them something new.

Once you know your audience you're ready to write your speech. You may believe you can improvise – or you may be tempted to believe you can improvise because of the feeling of dread you get when you sit down to prepare. Don't give into that temptation. You'll always perform better if you've prepared in advance.

When jazz musicians improvise, they have a backing band behind them, and they've spent years practicing on their instrument in a structured way. If you want to improvise during your presentation, having your presentation prepared will give you a foundation you can start from and use as a safety net. To return to the jazz analogy, what you write in advance is your backing band, and you can fall back on it if your improvisation doesn't go as you'd hoped.

### **The 7th P**

You've prepared your presentation, but your work isn't finished yet. The next step is to practice your presentation. I recommend starting your practice by reading your presentation aloud to yourself. That way, you'll get used to projecting your voice, you'll get familiar with the speech you've written, and you'll start impressing the speech upon your memory. Additionally, you will probably discover that some of what you've written is clunky. Spoken out loud your words have a different cadence to when you read them silently. Re-write your presentation so it flows naturally when you speak it aloud. Finally, time yourself to ensure your presentation is the right length for the time slot you've been given.

Next, practice in front of a one-person audience. This could be a trusted family member or close friend. The first time you give the speech, ask them to focus their

feedback on what you did well. The second time, ask them for a feedback sandwich. A feedback sandwich is structured as follows:

- *Compliment.* What did you do right? What went well?
- *Points for improvement.* What could you have done better?
- *Encouragement.* Conclude by reinforcing what went right.

Here's what your one person audience should look out for:

- *Do you hold their interest?* Does your presentation keep them engaged, and does it flow well? A good speaker can make any topic interesting, even to an audience who knows nothing about it.
- *Can they summarize your talk?* A good talk has a clear point. Can your feedback partner tell you the key points of your presentation?
- *How fast are you speaking?* When you're on stage, you need to speak slowly and project your voice. If you feel nervous you may do the opposite – speak too fast, and mumble. Practice speaking slowly even if you feel like doing otherwise, and don't be afraid of pausing to collect your thoughts. Well-timed pauses help to hold the attention of your audience.
- *What is your body language saying?* You may not have the confidence to strut about on stage, but you should take care to make eye contact with your audience and keep your body language open. Again, you may have to practice doing this in spite of your nerves.

If you want extra practice, find a public speaking group in your area such as Toastmasters. For a small weekly fee you can practice public speaking in front of a supportive group of people.

Ultimately, you've just got to take the plunge and give your presentation. The more you've practiced beforehand the better you'll give. Even so, it's a good idea to adopt an attitude of practice during your presentation. This is the *first* presentation you'll give, not the last. Treat it as a learning experience, even if not everything goes to plan.

Dale Carnegie writes: "*Practice... in speaking before an audience will tend to remove all fear of audiences, just as practice in swimming will lead to confidence and facility in the water. You must learn to speak by speaking.*"

## **The 8th P (A Note on PowerPoint Slide Shows)**

Most business presentations these days come bundled with a PowerPoint slideshow. While visuals can improve your presentation, I recommend preparing a slideshow only after you've written and practiced the spoken part of your speech.

Why's that?

A slideshow can help to reinforce your message and hold attention. However, it can be tempting to use PowerPoint as a security blanket. After all, the slides detract attention from you, so you can "hide" behind them.

Make sure *you* are the driver of the presentation, and not PowerPoint. That's why I suggest preparing and practicing your presentation before you put together a slideshow. Then you can decide whether you really need a slideshow, or whether you'd just be using it to distract the audience from you. If possible, avoid text-based slides. Instead use images and infographics to illustrate your points. Doing this removes any temptation to simply read the text off the slides.

## **What Makes a Great Presentation?**

You've prepared your presentation. You've practiced with a trusted friend, and perhaps with a public speaking group. You've put together visuals that support your main points. Great job! You've jump-started your presentation skills. The work you've put in will mean you're able to deliver a good presentation that your audience will enjoy.

To take your presentation from good to great, keep in mind the following:

- *Be clear on your purpose.* What do you want your audience to remember from your presentation? When you're writing your presentation, build it around this point. That doesn't mean you should *start* with your main point. Rather, your talk should *build up* to the main point. Don't be afraid of looping back and repeating yourself to reinforce your point. Repetition is a powerful technique in writing and in speech.
- *Dress to impress.* When it comes to public speaking the old proverb "*never judge a book by its cover*" doesn't apply. Your audience will judge you by how you look. The clothes we wear give visual cues to our audience about whether we're worth listening to. More significant than that, your clothes give

subtle signals to you that impact your behavior and even your intelligence. As such, make sure you're well-groomed and appropriately dressed.

Err on the side of smart rather than casual. Choose an outfit that gives you a natural feeling of confidence.

- *Be sure to smile.* Smiling gives a visual cue to your audience that you're worth listening to. As Ron Gutman, founder and CEO of HealthTap, explained in a TED talk back in 2011, smiling makes you look good in the eyes of others. In Gutman's own words: "*A recent study at Penn State University found that when you smile, you don't only appear to be more likable and courteous, but you actually appear to be more competent.*"

Smiling is also good for you as it improves your mood and reduces your stress levels.

- *Be a good timekeeper.* Keep within the time you've been allocated. This shows respect for your audience and keeps your talk succinct and on track. Your audience is more likely to pay attention if they know you're going to finish on time.
- *Let your nerves work for you.* It's okay to be nervous. In fact, your feelings of fear give you an energy you wouldn't otherwise have that is captivating to an audience. You'll be more alert and focused than you usually are, which is good for your presentation. After all, there are few things worse than a presenter who seems half asleep.

### **In Summary**

- *Prepare.* Get to know your audience as well as you can. Find out exactly what they want from your talk, and give it to them.
- *Write.* Write your presentation. Make sure it contains something new or surprising to your audience and has a clear point for them to takeaway.
- *Practice alone.* This helps you get used to the sound of your own voice as you project it across the room. You can also time your talk, and correct any clunky sentences that looked good when you wrote them but don't sound so great read aloud.
- *Practice with a friend.* Ask your friend for constructive feedback that focuses on what you're doing right. If you want extra practice, you can find a public speaking group in your area.

- *Use slideshows for visuals.* PowerPoint can make your talk more engaging, but shouldn't be used as a security blanket.
- *Remember, it's all practice.* If this is your first presentation, keep in mind that it's not your last. Treat it as a learning opportunity. Don't expect to be perfect, but do give the best you can.

<https://business.tutsplus.com/articles/jump-start-guide-to-essential-business-presentation-skills--cms-19367>



**1**

**According to the text, what is the first step in preparing an effective presentation?**

- A. Improvising on stage
- B. Knowing your audience
- C. Creating PowerPoint slides
- D. Practicing in front of a mirror

**2**

**What does the author recommend as the best way to practice a presentation?**

- A. Performing it in front of a large crowd
- B. Reading it silently to yourself
- C. Reading it aloud to yourself first
- D. Immediately showing it to colleagues

**3**

**What is a "feedback sandwich" as described in the text?**

- A. A meal eaten during presentation practice
- B. A method of giving constructive feedback
- C. A type of PowerPoint slide
- D. A way to hide presentation mistakes

**4**

**What warning does the author give about PowerPoint slides?**

- A. Never use them in presentations
- B. Create them before writing the speech
- C. Avoid using them as a security blanket
- D. Make them text-heavy

**5**

**How does the text compare presentation preparation to jazz musicians?**

- A. Jazz musicians never practice

- B. Improvisation requires a prepared foundation
- C. Musicians always wing their performances
- D. Presentations should be completely spontaneous

6

**What is the main purpose of the "7Ps" mentioned in the text?**

- A. To create perfect presentations
- B. To prevent poor performance through planning
- C. To increase stage confidence
- D. To memorize presentation techniques

7

**What advice does the text give about speaking during a presentation?**

- A. Speak as quickly as possible
- B. Avoid making eye contact
- C. Speak slowly and project your voice
- D. Hide behind the PowerPoint slides

## HOMEWORK

**Are these sentences true or false?**

1

The author believes that dressing well is important for making a good impression during a presentation.

2

According to the author, being nervous can negatively affect your presentation.

3

The author suggests that practicing alone can help improve your speaking skills.

4

Smiling is said to have no effect on how the audience perceives the speaker.

5

The author emphasizes the importance of knowing your audience before preparing your presentation.

6

Using slideshows is recommended as the only way to engage the audience.

7

The author encourages presenters to expect perfection in their first presentation.

***ADDITIONAL TEXT: Another tip (now from Aristotle) for organizing your speech:***

## **Tell them what you're going to tell them, tell them and tell them again!**

Attributed to many greats, including Aristotle, I can't remember who shared this philosophy with me many years ago. It's something I learnt as a trainer back in the late 90's, and you may have also heard this quote before...

"Tell them what you're going to tell them, tell them and tell them what you've told them".

And it's something that stuck.

Putting together a lesson plan before delivering a programme, I'd set the objectives, tell my audience what they were going to learn, then tell them what I'd planned to tell them.

And, at the end, I'd summarise the information by telling them again. Thus, reinforcing the key messages.

It's something to remember when putting together a training session or a talk, and it's also good to consider when writing a book, as it will help your book to seamlessly flow from one idea to another.

Let me break this down for you.

### **1. Tell them what you're going to tell them.**

In last week's email, I talked about your book hook. A good introduction will engage your reader immediately, capturing their attention in the first few seconds.

Plus, you'll be telling them what they'll get from the book, who it's for, and why they should read it. Alongside the themes and ideas that you're including.

But equally, when it comes to writing your individual chapters, being clear on the purpose behind each chapter is important. And telling your reader what you're going to be covering.

When I was doing the aforementioned planning day, we made sure that every chapter had a key theme. Being a memoir style book, we focused on one concept at a time. Thus making it easy for the reader – and certainly important – making it easier to write!

### **2. Tell them**

This is where you'll share your relevant content that you've already introduced at the beginning of the chapter.

Knowing which order you're going to share it in, so that it makes sense to your reader, is essential.

I was talking about this with another client last week.

I suggested she imagined she was standing in front of her ideal reader, without any two-way dialogue, and asked her to think about the order in which she would share the information.

What do people need to know first, second, third, fourth...?

And then one piece of information needs to logically link or segue to the next one. Which is why a good plan is important before you start writing.

### **3. Tell them what you've told them**

Once you've told your reader what you want to tell them. And you've told them.

It's time to remind them what you've told them.

For an information book, how to guide or self-help book, this could be a summary of what they've learnt, some top tips or actions. Anything that reminds them of the salient points that you've shared. The things they need to remember.

For a memoir style book, this may be the things you wish you'd known before that moment in time. Or the concepts that may help your reader now. Relatable to the theme of the chapter of course.

A good book takes your reader on a journey.

So, being clear on the flow, what you're including and what you're not, as well as finding out what they want to hear are all important things to consider.

### ***What are you going to tell your reader in your book?***

Have you remembered to tell them and tell them again?

There's nothing I like better than making it easy to write your book. That's why the Smart Author System shares my 10 principles to help you to write a book that flows and also helps you to build your business. Interested in finding out more? Link and you can join our growing community of authors who are successfully writing their credibility books and are already showing up in a bigger way!

<https://librotas.com/tell-them/>



## Lesson 4

### Body Language: Interaction with the Audience

#### WARMING UP

##### 1. Answer the questions

1

How do you think body language affects communication with others?

2

What are some common gestures that people use to express themselves?

3

Do you believe that body language is more important than spoken words?

4

Have you ever misinterpreted someone's body language?

5

In what ways do you think culture influences body language?

6

How do you feel when someone avoids eye contact during a conversation?

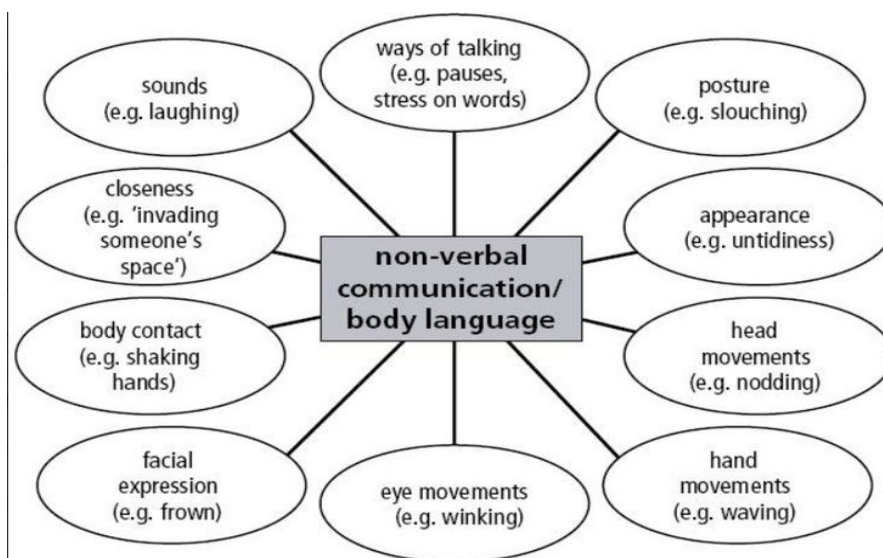
7

What role does body language play in public speaking or presentations?

8

How can we improve our own body language to communicate better?

##### 2. Match the pictures (Fig. 50–55) with the types of body language (Fig. 49).



**Fig. 49. The types of body language**

Source: [https://earlyeducationtodaywithtaram.wordpress.com/2018/11/08/communication-skills-styles/comment-page-1/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://earlyeducationtodaywithtaram.wordpress.com/2018/11/08/communication-skills-styles/comment-page-1/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 50. Picture № 1**

Source: [https://www.verywellmind.com/glossophobia2671860?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.verywellmind.com/glossophobia2671860?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 51. Picture № 2**

Source: [https://w2do.ru/kak-poprivetstvovat-lyudej-na-20-yazykah-mira/?noamp=mobile&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://w2do.ru/kak-poprivetstvovat-lyudej-na-20-yazykah-mira/?noamp=mobile&utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 52. Picture № 3**

Source: [https://www.youtube.com/watch?v=q1Ty1kSpiVc&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/watch?v=q1Ty1kSpiVc&utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 53. Picture № 4**

Source: [https://news.sap.com/spain/2022/10/6-formas-de-mejorar-el-proceso-de-onboarding-en-una-empresa/her-presentation-leaves-an-impact-on-her-colleagues/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://news.sap.com/spain/2022/10/6-formas-de-mejorar-el-proceso-de-onboarding-en-una-empresa/her-presentation-leaves-an-impact-on-her-colleagues/?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 54. Picture № 5**

Source: [https://nathoncharova.livejournal.com/18428117.html?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://nathoncharova.livejournal.com/18428117.html?utm_medium=organic&utm_source=yandexsmartcamera)



**Fig. 55. Picture № 6**

Source: [https://www.youtube.com/watch?v=qZDKXrgUXLY&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/watch?v=qZDKXrgUXLY&utm_medium=organic&utm_source=yandexsmartcamera)

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                        |                                                                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) nonverbal signals   | a) a kind of nonverbal communication that uses gestures, posture, and other indications                                                                                             |
| 2) facial expressions  | b) an important aspect of face-to-face communication that arises from the interaction of the gaze behavior of two individuals                                                       |
| 3) body language       | c) the transmission of messages or signals through a nonverbal platform such as eye contact, body language, social distance, touch, voice, physical environments and use of objects |
| 4) eyebrow flash       | d) a step-by-step handshake that symbolizes mutual respect on both sides                                                                                                            |
| 5) equal handshake     | e) a phenomenon where people unconsciously catch each other's emotions                                                                                                              |
| 6) authentic mirroring | f) the motion and positioning of the muscles beneath the skin of the face                                                                                                           |
| 7) mutual gazing       | g) a form of non-verbal communication that consists of quickly raising and lowering the eyebrows                                                                                    |

### 1b. Complete the sentences with the verbs in the box

|                 |                    |                     |               |
|-----------------|--------------------|---------------------|---------------|
| mutual gaze     | eyebrow flash      | nonverbal signals   | body language |
| equal handshake | facial expressions | authentic mirroring |               |

1. She had a knack for reading ..... in crowded places.
2. His deprecatory ..... revealed his true feelings about the proposal.
3. In fact, ..... and physical cues are some of the earliest ways children express and regulate their emotions.
4. Her ..... indicated she recognized him.
5. An ..... signals confidence, openness, and power during an interaction and leaves both participants feeling warm and fuzzy inside.

6. The ..... portrays what has been seen or heard and leaves the judgment or conclusions about that to the individual to reach for themselves.
7. .... or eye contact refers to the situation where two people look directly at each other.

## **READING**

### **1. Read the text and answer the questions**

#### **What is Body Language?**

Body language is the science of nonverbal signals such as gestures, facial expressions, and eye gaze that communicate a person's emotions and intentions. In total, there are 11 types of body language that we use to communicate. Unlike words, body language is often done subconsciously and constitutes a large part of our communication.

#### **Why is Body Language So Important?**

Body language is a key part of how we communicate with each other. It helps show our feelings and attitudes, even when our words say something different. Being good at understanding body language can make conversations better and help people get along well.

People who are good at reading body language typically excel in their careers, have great relationships, and get "freebies" in life.

Body language can be broken down into 2 major categories – positive or open body language and negative or closed body language.

And just like how they sound, these 2 broad categories of cues signal just how open (or closed) someone is from their external environment. Whether at a networking event talking to a random stranger you've just met, giving a presentation or speech or on a first date, knowing how to read these cues is key to knowing how receptive others are to you or the situation.

#### **Open Body Language Examples**

##### ***The Eyebrow Flash***

When someone does an eyebrow flash, you'll typically see their eyebrows raise slightly for less than  $\frac{1}{5}$  of a second (Fig. 56).



**Fig. 56. The eyebrow flash**

Source: [https://www.scienceofpeople.com/body-+language-examples/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.scienceofpeople.com/body-+language-examples/?utm_medium=organic&utm_source=yandexsmartcamera)

**What it Means:** The eyebrow raise is a great sign of interest. People tend to use the eyebrow flash in 3 main ways:

- The eyebrow flash can show interest professionally, as when giving approval, agreeing to something, thanking someone, or seeking confirmation. It's used as a non verbal "yes" during conversation.
- The eyebrow flash can also show interest romantically.
- Or the eyebrow flash can show interest socially, as when 2 people recognize each other. It signals to the other person that you are happy to see them.

Whenever we use the eyebrow flash, we call attention to our face. Teachers and speakers often use it as a way to say, "Listen to this!" or "Look at me!"

### ***The Equal Handshake (Fig. 57)***



**Fig. 57. The equal handshake**

Source: [https://www.youtube.com/watch?v=EQcNmuQZEmU&utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.youtube.com/watch?v=EQcNmuQZEmU&utm_medium=organic&utm_source=yandexsmartcamera)

An equal handshake has these 7 elements:

- 1) good eye contact
- 2) a warm, genuine smile
- 3) an extended arm with a slight bend at the elbow
- 4) fingers pointing downward while approaching the other person's hand
- 5) **this one's the big one** – EQUAL pressure during the hand clasp
- 6) slight forward lean toward the other person
- 7) a slow release after 1–2 seconds

**What it Means:** This handshake is a breath of fresh air and signals mutual respect for both parties.

An equal handshake signals confidence, openness, and power during an interaction and leaves both participants feeling warm and fuzzy inside.

### ***Authentic Mirroring (Fig. 58)***

Displaying similar body language to other participants during a social situation.

**What it Means:** Mirroring is a highly rapport-building cue that signals a desire to connect with someone else. People tend to mirror only whom they like, and seeing someone else mirror our own body language creates a feeling of similarity and likeness.



**Fig. 58. Authentic mirroring**

Source: [https://www.scienceofpeople.com/body-language-examples/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.scienceofpeople.com/body-language-examples/?utm_medium=organic&utm_source=yandexsmartcamera)

## *Mutual Gazing (Fig. 59)*



**Fig. 59. Mutual gazing**

Source: [https://mavink.com/post/842D76CA2557AF19D6816513840968BEA6AMA12FF7/body-language-example-elder-people?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://mavink.com/post/842D76CA2557AF19D6816513840968BEA6AMA12FF7/body-language-example-elder-people?utm_medium=organic&utm_source=yandexsmartcamera)

Eye contact that is mutual – either lacking eye contact nor being a little too interested.

**What it Means:** Longer eye contact, especially from people who are high-status, makes us feel favored. This is especially true when receiving eye contact from celebrities or movie stars.

Increased eye contact also indicates the other person may be curious as when people are more attentive to their surroundings, their blink rate will generally decrease.

**Warning:** Do not make 100 % eye contact! That is actually a territorial signal and shows aggression. People often do it before a fight. You want to do mutual gazing. Eye contact when you agree, when you are listening, when you are exchanging ideas, or when staring at your amazing self in the mirror!

<https://www.scienceofpeople.com/body-language-examples/>



## Comprehension questions

1

**What is body language primarily about?**

- A. Verbal communication
- B. Nonverbal signals that show emotions and intentions
- C. Written communication
- D. Professional interactions

2

**According to the text, what are the two major categories of body language?**

- A. Verbal and nonverbal
- B. Professional and personal
- C. Positive/open and negative/closed
- D. Romantic and social

3

**What does an "eyebrow flash" typically indicate?**

- A. Anger or frustration
- B. Confusion
- C. Interest in different contexts
- D. Lack of attention

4

**What is "authentic mirroring" in body language?**

- A. Copying someone exactly
- B. Displaying similar body language to others
- C. Avoiding eye contact
- D. Maintaining physical distance

5

**What warning does the text give about eye contact?**

- A. Always maintain constant eye contact
- B. Never make eye contact
- C. Avoid 100 % eye contact as it signals aggression
- D. Only make eye contact with friends

6

**What do people who are good at reading body language typically experience?**

- A. More conflicts
- B. Career challenges
- C. Career success and better relationships
- D. Social isolation

7

**How long does an eyebrow flash typically last?**

- A. 1 second
- B. Less than 1/5 of a second
- C. 2 seconds
- D. 3 seconds

## **HOMEWORK**

**Read these facts. Which one surprised you the most and why?**

1. Body language makes up about 60 – 90 % of communication.
2. Eye contact can show confidence and sincerity in conversations.
3. Crossed arms may indicate defensiveness or discomfort with a topic.
4. Different cultures have unique body language interpretations; gestures vary widely.
5. Smiling can release endorphins, reducing stress for both speaker and listener.
6. Research shows that people often mirror each other's body language subconsciously.
7. Open body posture generally promotes trust and openness in discussions.
8. The average person spends around 70 % of their waking hours communicating nonverbally.
9. Feet pointing away during a conversation may suggest a desire to leave.
10. Nodding can encourage others to share more during discussions or presentations.

## Lesson 5

### After Public Speaking. Questions and answers session

#### WARMING UP

**1. Identify the advantages and disadvantages of holding "a question and answers session." Write them down in two columns**

| Advantages | Disadvantages |
|------------|---------------|
| 1.         | 1.            |
| 2.         | 2.            |
| 3.         | 3.            |
| 4.         | 4.            |
| 5.         | 5.            |

1. Some participants may dominate the conversation, limiting others' chances to speak.
2. It can create pressure and anxiety for both the speaker and the audience.
3. If not managed well, the session can run too long and lose audience interest.
4. Provides an opportunity for the speaker to showcase their knowledge and expertise.
5. Questions may steer off-topic, making it hard to stay focused on the main points.
6. The speaker may face unexpected or difficult questions they are unprepared for.
7. Encourages critical thinking and deeper exploration of the subject matter.
8. Can lead to valuable feedback that helps improve future presentations.
9. Engages the audience and makes them feel involved in the discussion.
10. Allows the audience to clarify doubts and gain a better understanding of the topic.

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                     |                                                                                                                     |
|---------------------|---------------------------------------------------------------------------------------------------------------------|
| 1) to overcome      | a) a period of time that is spent doing a particular activity                                                       |
| 2) audience         | b) easy to understand without needing explanation                                                                   |
| 3) session          | c) to succeed in dealing with or controlling a problem that has been preventing you from achieving something        |
| 4) inarticulately   | d) in a way that does not express ideas or feelings clearly or easily using words                                   |
| 5) self-explaining  | e) person asking questions in a conversation                                                                        |
| 6) questioner       | f) the group of people who have gathered to watch or listen to something (a play, concert, somebody speaking, etc.) |
| 7) to misunderstand | g) interpret something incorrectly                                                                                  |

### 1b. Complete the sentences with the verbs in the box

|                 |            |               |                |
|-----------------|------------|---------------|----------------|
| overcome        | audience   | sessions      | inarticulately |
| self-explaining | questioner | misunderstand |                |

1. Participants will have the opportunity ..... on a wide variety of topics.
2. An inattentive reader might ..... the plot of the novel entirely.
3. The two parties managed to ..... their differences on the issue.
4. .... members voted on their favorite presentations.
5. During the debate, she answered ....., which surprised her opponents.
6. Our ..... product design reduces the need for detailed instructions.
7. The purpose of this ..... must be impartial.

## READING

### 1. Read the text. Ask 10 Wh-questions to the text above

#### How You Can Prepare for Questions After Your Speech

Getting ready for your next speech should be a time-filling experience. Most, if not all, speakers would agree. And one element that can't be overlooked is the job of getting ready for a question and answer session. Yes, there will be questions. After all, you have set yourself the task of engaging your audience. And your audience will want to check a fact or a figure. And they will probably want your opinion on something. That's how it works. So, you need to prepare for your question and answer session (Fig. 60).



**Fig. 60. Top tips for your Q and A session**

Source: [https://www.timetomarket.co.uk/public-speaking-tips/tips-for-public-speaking/prepare-for-your-question-and-answer-session/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.timetomarket.co.uk/public-speaking-tips/tips-for-public-speaking/prepare-for-your-question-and-answer-session/?utm_medium=organic&utm_source=yandexsmartcamera)

Diane Abbot, the Shadow Home Secretary, discovered to her cost today the lesson of question preparation. Yes, it's true that she didn't give a speech, but it was her [answers](#) in a radio interview that were found wanting. Diane Abbot's difficulty on LBC radio today is certainly extreme, but others have found themselves in such circumstances before. It's painful for everyone involved. It's painful to participate in the event and it's also painful to watch. It just isn't a situation you'd seek out.

## **Prepare for Your Question and Answer Session**

So what's the problem? In fact, there are three main problems that speakers report when they struggle with questions.

- The problem of the unknown question...the random question from nowhere!
- A fear of inarticulacy.
- The challenge of what to say if you don't know an answer?

Fortunately there's some rationale to these problems. Some take more explaining than others, but others are self-explaining.

- You haven't prepared for questions, so everything is a total surprise.
- When you can't hear the question, you will struggle with any answer at all.
- You were distracted or focused on something other than the questioner. (This was probably the difficulty for Diane Abbot's radio interview.)
- Or, you simply misunderstood the question.

### **Get Ready for Questions**

- Prepare for questions well in advance of your speech. Then practise how you give those answers. Because you can never have too much practice.
- Get yourself ready. Be focused on the questioner. Listen. And answer them directly. Remember to stay focused and do not be distracted.
- If you don't know an answer, then say so. Or you could explain to the questioner that there's someone else in the room who will know the answer. Then explain that you will introduce them during the next break in proceedings. Simple.
- When you know the answer, but have trouble getting the words together, then take action. Play for time. Write down a word on a notepad or a flip-chart. Acknowledge your questioner's point, pause and speak slowly. Your answer will come.

So, your public speaking role has to include the job of answering questions. And that job is little different to your main speaking role. Aim to be prepared. Practise beforehand. Stay focused and calm. Above all, appreciate the fact that your audience wants to ask questions. Believe me, that's a good thing! Because no-one wants to get in the position that Herman Cain found himself in. That was when his [pause suggested Cain wasn't able](#).

<https://www.timetomarket.co.uk/public-speaking-tips/tips-for-public-speaking/prepare-for-your-question-and-answer-session/>



## HOMEWORK

**What should you do to prepare for questions in your speech? As you watch the video, complete the chart.**

Go to <https://www.timetomarket.co.uk/public-speaking-tips/tips-for-public-speaking/prepare-for-your-question-and-answer-session/>



| Top tips | Examples |
|----------|----------|
| 1)       |          |
| 2)       |          |
| 3)       |          |
| 4)       |          |
| 5)       |          |

## Lesson 6

### Analyzing the Feedback

#### WARMING UP

##### 1. Self-Study (Fig. 61)

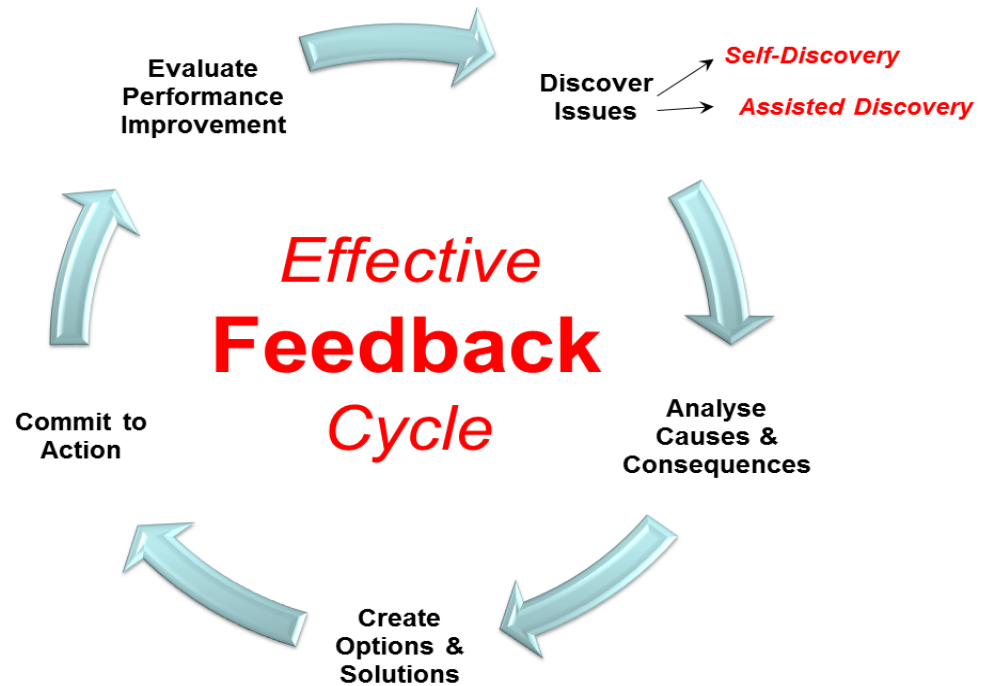


Fig. 61. Effective feedback cycle

##### 2. Answer the questions

1. How do you usually feel when you receive feedback from others?
2. What types of feedback do you find most helpful in your daily life?
3. Do you think it is important to give feedback to friends or family? Why?
4. How do you respond to negative feedback?
5. In what situations do you prefer to receive feedback, and why?
6. How can feedback influence your motivation to achieve goals?
7. Have you ever given someone feedback that they found difficult to accept?
8. What role does feedback play in teamwork for you?

## VOCABULARY

### 1a. Match the words from the text with their definitions

|                 |                                                                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) confidence   | a) the quality of being happy to do something if it is needed                                                                                  |
| 2) captivating  | b) holding your attention by being extremely interesting, exciting, pleasant, or attractive                                                    |
| 3) criticism    | c) a clear, deep, and sometimes sudden understanding of a complicated problem or situation                                                     |
| 4) insights     | d) a fault or a failure to reach a particular standard                                                                                         |
| 5) guidance     | e) the quality of being certain of your abilities or of having trust in people, plans, or the future                                           |
| 6) shortcomings | f) help and advice about how to do something or about how to deal with problems connected with your work, education, or personal relationships |
| 7) willingness  | g) the act of saying that something or someone is bad or a comment that says what is bad about it                                              |

### 1b. Complete the sentences with the verbs in the box

|            |              |             |         |
|------------|--------------|-------------|---------|
| confidence | captivating  | criticism   | insight |
| guidance   | shortcomings | willingness |         |

1. The fight for the leadership gave a fascinating ..... into the group's dynamics.
2. Whatever his ..... as a husband, he was a good father to his children.
3. The Secretary exudes a calm, yet ..... presence.
4. Throughout his career he has demonstrated a ..... to compromise.
5. The school district needs another ..... counselor to work with students.
6. The government is trying to restore public ..... in its management of the economy.
7. I thought the speech was generally good, but I have one .....: it was too long.

## READING

### 1. Read the text and answer the questions

#### **Improving Public Speaking Confidence and Style through Feedback**

##### **Introduction**

"Feedback is the breakfast of champions." These words by Ken Blanchard perfectly encapsulate the significance of feedback in personal growth and development. When it comes to public speaking, feedback plays a vital role in enhancing confidence and refining one's style. Constructive criticism, valuable insights, and actionable suggestions from others provide the necessary guidance to improve speech delivery, engage the audience, and overcome any shortcomings. In this article, we will explore various strategies for effectively utilizing feedback to boost your public speaking prowess.

"Feedback is the breakfast of champions," – Ken Blanchard

##### **The Importance of Feedback**

Feedback serves as a powerful tool for self-improvement. Whether you are an experienced or novice public speaker, receiving feedback allows you to gain fresh perspectives, identify blind spots, and uncover areas for improvement. It provides valuable insights into your strengths and weaknesses, enabling you to refine your communication skills, develop a unique style, and become a more confident and impactful speaker.

##### **The Feedback Process**

The feedback process involves several key steps:

1. **Seeking Feedback:** Actively seeking feedback from reliable sources, such as trusted colleagues, mentors, or professional coaches.
2. **Receiving Feedback:** Being open and receptive to feedback without defensiveness, acknowledging both positive and negative aspects of your performance.
3. **Analyzing Feedback:** Evaluating and reflecting on the feedback received, identifying patterns and recurring themes.
4. **Implementing Feedback:** Taking actionable steps to address the feedback and incorporating suggested improvements into your public speaking practice.

5. **Evaluating Progress:** Regularly reviewing your progress and assessing the impact of implemented feedback on your confidence and style.

### **Active Listening and Feedback**

Active listening plays a crucial role in the feedback process. When receiving feedback, it is important to actively listen to the person providing feedback, seeking clarification when needed, and demonstrating a genuine willingness to understand and learn from their perspective. Active listening fosters effective communication, encourages valuable dialogue, and helps establish trust between the speaker and feedback provider.

### **Utilizing Video Recordings**

Video recordings are an invaluable resource for improving public speaking skills. By capturing your presentations or speeches on video, you can objectively assess your performance, observe your body language, vocal tone, and delivery style, and identify areas that need refinement. Reviewing video recordings allows you to gain a comprehensive view of your speaking abilities and make targeted improvements based on visual evidence.

### **Leveraging Peer Feedback**

Peer feedback offers a unique perspective and can be highly beneficial in enhancing your public speaking confidence and style. Engage with peers who share a common interest in public speaking, and create a supportive feedback loop where you can exchange constructive criticism, share insights, and learn from each other's experiences. Peer feedback not only provides diverse viewpoints but also fosters a sense of community and encouragement.

### **Professional Coaching and Feedback**

Professional coaching provides tailored guidance and expertise to help you elevate your public speaking abilities. Working with a professional coach enables you to receive personalized feedback, gain insights from an experienced mentor, and develop a customized plan for improvement. Coaches can identify specific areas for development, offer targeted exercises, and provide ongoing support to boost your confidence and refine your style.

## **Implementing Feedback Effectively**

Implementing feedback effectively involves the following steps:

1. **Recognizing Patterns:** Identify recurring patterns in the feedback received, both positive and negative, to gain a comprehensive understanding of your performance.
2. **Prioritizing Areas for Improvement:** Determine which aspects of your public speaking skills require immediate attention and focus your efforts accordingly.
3. **Setting Specific Goals:** Establish clear and achievable goals based on the feedback received, allowing you to track progress and measure improvement.
4. **Practicing with Purpose:** Engage in deliberate practice, incorporating feedback into your practice sessions and focusing on specific areas that require refinement.
5. **Evaluating Progress:** Regularly assess your progress by seeking feedback from different sources and evaluating the impact of implemented changes on your public speaking style.

### **Targeted Practice and Feedback**

Practice makes perfect, but targeted practice makes you a better public speaker. Combine deliberate practice techniques with feedback to accelerate your growth. Concentrate on specific areas identified through feedback, such as vocal projection, gestures, or pacing. Practice in front of a mirror or record yourself to observe improvements and address any lingering challenges.

### **Harnessing Positive Reinforcement**

Positive reinforcement plays a vital role in building confidence and shaping your public speaking style. Celebrate and acknowledge your successes, no matter how small. Embrace positive feedback and use it as motivation to continue refining your skills. By focusing on your strengths and leveraging positive reinforcement, you can cultivate a positive mindset and boost your overall confidence as a speaker.

### **Improving Body Language**

Understanding body language is key for any public speaker to be successful in creating an impact. Researchers suggest that body language can provide insight into a person's true feelings, intentions and thoughts. Body language is a powerful aspect of public speaking that greatly influences how your message is received. Feedback can

help you become more aware of your body language, including posture, facial expressions, and gestures. Use feedback to identify areas where you can improve your body language, such as maintaining eye contact, using appropriate gestures to emphasize key points, and projecting confidence through your stance.

### **Common Challenges in Feedback**

While feedback is invaluable, it is important to navigate common challenges that may arise:

1. **Receiving Conflicting Feedback:** When receiving feedback from multiple sources, you may encounter conflicting opinions or suggestions. Evaluate the feedback objectively, consider the context, and identify patterns or areas where multiple sources align.
2. **Dealing with Subjective Opinions:** Feedback can be subjective, reflecting personal preferences or biases. Focus on feedback that aligns with your goals and objectives, and consider the overall consensus rather than individual opinions.
3. **Handling Constructive Criticism:** Constructive criticism can be tough to hear, but it presents an opportunity for growth. Embrace feedback as a means to improve and separate it from personal attacks or negativity.
4. **Overcoming Resistance to Feedback:** It is natural to feel defensive or resistant to feedback, especially when it challenges your comfort zone. Cultivate a growth mindset, remain open to suggestions, and view feedback as an opportunity for progress.

### **Conclusion**

Feedback is a powerful tool for enhancing your public speaking confidence and style. By actively seeking feedback, implementing suggested improvements, and embracing a growth mindset, you can continuously refine your skills and deliver captivating speeches. Whether through active listening, utilizing video recordings, leveraging peer feedback, or working with professional coaches, feedback provides valuable insights and guidance on various aspects of public speaking. Embrace feedback as a catalyst for growth, and watch your confidence soar as you become a more confident and impactful public speaker.



**1**

**What is the primary purpose of feedback according to the text?**

- A. To criticize public speakers
- B. To help individuals improve their skills
- C. To compare different speakers
- D. To create competitive environments

**2**

**Which step is NOT mentioned in the feedback process?**

- A. Seeking feedback
- B. Receiving feedback
- C. Rejecting feedback
- D. Implementing feedback

**3**

**What role does active listening play in the feedback process?**

- A. It helps create conflict
- B. It prevents communication
- C. It fosters effective communication
- D. It eliminates the need for feedback

**4**

**How can video recordings be useful for public speaking improvement?**

- A. They are entertaining to watch
- B. They help speakers avoid criticism
- C. They allow objective performance assessment
- D. They replace live feedback

**5**

**What is recommended when dealing with conflicting feedback?**

- A. Ignore all feedback
- B. Become defensive
- C. Evaluate feedback objectively
- D. Accept every suggestion

**6**

**What does the text suggest about handling constructive criticism?**

- A. Avoid it completely
- B. Take it personally

- C. View it as an opportunity for growth
- D. Argue with the feedback provider

7

**What is the key to implementing feedback effectively?**

- A. Rejecting all suggestions
- B. Setting specific goals
- C. Avoiding practice
- D. Ignoring feedback sources

## **HOMEWORK**

**Identify the advantages and disadvantages of using feedback after public speaking. Write the statements in two columns.**

| <b>Advantages</b> | <b>Disadvantages</b> |
|-------------------|----------------------|
| 1.                | 1.                   |
| 2.                | 2.                   |
| 3.                | 3.                   |
| 4.                | 4.                   |
| 5.                | 5.                   |

1. Negative feedback can be discouraging and affect your self-esteem.
2. Provides insight into how the audience feels about your message.
3. Allows you to adjust your style or content for future presentations.
4. Too much focus on feedback may distract you from delivering your speech.
5. Can boost your confidence when you see positive feedback.
6. Some audience members may not provide helpful or constructive comments.
7. Helps you improve your speaking skills by understanding what works well.
8. Encourages interaction, making your speech more engaging.
9. It can take time to analyze feedback properly and change your approach.
10. You might misinterpret feedback and make unnecessary changes.

## Lesson 7

### Test № 2

#### 1. Pick the Right Answer

##### **1. What is the listeners' initial attitude towards a speaker they don't know?**

- A. They are always negative
- B. They are usually neutral or positive
- C. They are always hostile
- D. They are completely indifferent

##### **2. What should a speaker do if the audience consists of listeners with different knowledge levels?**

- A. Ignore the less knowledgeable listeners
- B. Focus only on experts
- C. Acknowledge the different levels in the introduction
- D. Make the presentation extremely complex

##### **3. What strategy did the politician use to change the audience's negative perception?**

- A. Giving a formal speech
- B. Presenting complex data
- C. Giving out candy and creating a friendly environment
- D. Arguing with media reports

##### **4. Describe the role of a speaker in relation to the audience's knowledge?**

- A. Use only sophisticated language
- B. Speak at a very basic level
- C. Adjust the presentation to the listeners' knowledge level
- D. Ignore the audience's understanding

##### **5. What might happen if an expert in the audience catches the speaker making factual mistakes?**

- A. Nothing significant will occur
- B. The speaker's credibility may decrease
- C. The expert will be praised
- D. The presentation will be immediately stopped

##### **6. What is the main point about the listeners' mindset?**

- A. It always matches their attitude towards the speaker
- B. It can be different from their attitude towards the speaker
- C. It is never important
- D. It depends only on the organization

##### **7. What advice should you recommend to the speaker presenting to an audience with mixed knowledge levels?**

- A. Avoid mentioning the different levels
- B. Ask experts to remain silent
- C. Invite experts to contribute additional information
- D. Remove less knowledgeable listeners



## **UNIT 3. INFORMATION VISUALIZATION TECHNIQUES**

### **Lesson 1**

#### **Video and animation for Public Speaking**

#### **READING**

**Read the text and make a short presentation on what you have learnt**

#### **Types of Visual Aids**

In the past, transparencies displayed with overhead projectors, posters, and flip charts were common visual aids, but these have mostly been replaced with computer technology. For many people, the term "visual aids" for presentations or speeches is synonymous with PowerPoint (often long, dry, painful PowerPoint at that), but this is just one type of visual aid. You should consider all the available options to determine what will be most effective and appropriate for your presentation.

#### **Personal Appearance**

Some people chose to dress up as part of their presentation, and this can help set the tone of the speech or reinforce a specific point. A speaker may choose to wear a handmade sweater in a talk about knitting in order to inspire others to begin the hobby. Another speaker may opt for a firefighter's uniform in a speech about joining the local volunteer fire department in an effort to appeal to the respect most people have for people in uniform (Fig. 62).

If you aren't dressing in relation to your topic, you should dress appropriately for your audience and venue. A presentation to a professional audience or at a professional conference would lend itself to appropriate business attire. If you are giving a presentation to your local Girl Scout troop, more casual clothing may be the best choice. Any time you are doing a demonstration, make sure you are dressed appropriately to give the demonstration. It is difficult for a speaker to show how to correctly put on a rock climbing harness if she is wearing a skirt the day of the presentation.

Beyond dressing appropriately for your audience and topic, the audience will make judgments about you even before your presentation begins. Your dress, mannerisms, the way you greet the audience when they are arriving, how you are introduced, and the first words out of your mouth all impact your credibility and ability to connect with your audience. Make sure you are calm and welcoming to your audience when they arrive and greet them in a professional manner. Your credibility

and professionalism suffer when the audience arrives and you are busy scrambling around attempting to finish your preparations.



**Fig. 62. Firefighter's uniform**

Source: [https://commons.wikimedia.org/wiki/File:Firefighters\\_Onboard\\_Royal\\_Navy\\_Destroyer\\_HMS\\_Edinburgh\\_MOD\\_45153110.jpg?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://commons.wikimedia.org/wiki/File:Firefighters_Onboard_Royal_Navy_Destroyer_HMS_Edinburgh_MOD_45153110.jpg?utm_medium=organic&utm_source=yandexsmartcamera)

### **Objects and Props**

Objects and props, such as a bicycle helmet for a speech on bike safety or an actual sample of the product you are trying to sell, can greatly enhance your presentation. Seeing the actual item will often make it easier for your audience to understand your meaning and will help you connect with your audience on an emotional level. Props can be used as part of demonstrations (discussed below) or as a stand-alone item that you refer to in your speech (Fig. 63).

There are several important considerations for using props in your presentation. If you have a large audience, showing the prop at the front of the venue may mean that audience members can't see the item. The alternative to this is to pass the item around, though Young and Travis advise caution in passing objects around during your speech, as most people will be seeing the object after you have moved on with your talk. Having your prop out of sync with your presentation, either as it is passed around disrupting your audience's attention or by having your prop visible when you aren't talking about it, is distracting to your audience and message. To make the most effective use of props in your presentation, carefully consider how the object will be visible to your entire audience when you are speaking about it, and make sure it is out of sight when you are not.



**Fig. 63. Chemistry lecture with props**

Source: [https://courses.lumenlearning.com/publicspeakingprinciples/chapter/chapter-13-types-of-visual-aids/?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://courses.lumenlearning.com/publicspeakingprinciples/chapter/chapter-13-types-of-visual-aids/?utm_medium=organic&utm_source=yandexsmartcamera)

### **Demonstration**

A demonstration can serve two different purposes in a speech. First, it can be used to "wow" the audience. Showing off the features of your new product, illustrating the catastrophic failure of a poorly tied climbing knot, or launching a cork across the room during a chemistry experiment are all ways of capturing the audience's attention. Demonstration should not be gimmicky, but should add value to your presentation. When done well, it can be the memorable moment from your speech, so make sure it reinforces the central message of your talk.

Demonstration can also be used to show how something is done. People have different learning styles, and a process demonstration can help visual learners better understand the concept being taught. Consider for a moment the difference between reading the instructions on how to perform CPR, watching someone perform CPR, and trying CPR on the training dummy. As evidenced by the huge number of online videos illustrating how to do something, there is great value in watching while you learn a new task.

If your presentation includes a process where seeing will improve understanding, consider including a demonstration (Fig. 64).

Because you have a limited time to present, make sure your demonstrations are succinct, well rehearsed, and visible to the entire audience. Be prepared for the demonstration to fail and have a back-up plan in place. It is better to move forward with your presentation than to fret with trying to get your demonstration perfect or fixed. However, if you are providing a demonstration of your new product, make sure it is as error free as possible.



**Fig. 64. Hula hoop master class**

Source: [https://foma.ru/dyirki-v-ushah-i-dyiryi-v-serdtse.html?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://foma.ru/dyirki-v-ushah-i-dyiryi-v-serdtse.html?utm_medium=organic&utm_source=yandexsmartcamera)

### **Posters and Flip Charts**

If you are presenting to a small audience, around a dozen people, you may choose to use a poster rather than PowerPoint. The focus of your poster should be to support your core message and can be left behind to remind those in attendance of your presentation after you have left. Posters should look professional (e.g., not handwritten), be visible to everyone in the room, and follow design rules covered later in this chapter. Before your presentation, you should ask whether posters must be hung or be free standing. For posters that will be hung from a wall, sturdy poster or matte boards will suffice. If your poster is going to be free standing or if you are going to use the same poster for multiple presentations, you should consider using a tri-fold display board.

Other text-based visual aids include white boards and flip charts. Both can be used to write or draw on during the presentation and should be used with several caveats. Writing during your presentation actually takes away from your speaking time, so make sure to factor this into your speaking time. Speaking and writing at the same time can be tricky because the audience will have a difficult time processing what they are hearing when they are also trying to read what you write. Additionally, if you are writing, you need to be careful not to turn your back on your audience, which makes it harder for them to hear you and for you to connect with your audience. Legible handwriting that can be seen at a distance is of prime importance, so using these kinds of visual aids should be limited to small audiences. For those with less developed skills, flip charts are best limited to situations where audience input is necessary for the direction or continuation of the presentation.

## **Audio and Video**

A large amount of digitized audio and video is now available to be included and embedded in your presentation. Select short clips; Young and Travis recommend only 10–20 seconds, but this will depend in part on the length of the presentation, the purpose of the presentation, and clip content and relevance. You should not have a presentation primarily composed of audio/video clips. Select only clips that reinforce the message or serve as an appropriate segue into your next topic.

When including audio or video in your speech, there are several technical considerations. It is important that the clip be properly cued to start at exactly where you want it to begin playing. It distracts from both your audience's attention and your credibility when you are fumbling with technology during a speech. It is also important that your file format can be played on the computer you are using. Since not all computers will play all file formats, be sure to test playability and audio volume before your presentation. Again, going back to providing a professional appearance from your first interaction with your audience, you should iron out the technical details before they enter the room. As with a demonstration, if your clip isn't playing properly, move on rather than attempt to correct the issue. Fumbling with technology is a waste of your audience's valuable time.

## **Handouts**

There are many schools of thought on the use of handouts during a presentation. The most common current practice is that the presenters provide a copy of their PowerPoint slides to the participants before or after the presentation. This is so common that some academic and professional conferences require presenters to submit their slides prior to the event, so copies of the slides can be made for each attendee. Despite this prevailing trend, you should avoid using your slides as handouts because they serve different purposes. Using your presentation slides as the handout both shortchanges your slides and fails as a handout. Handouts are best used to supplement the content of your talk. If you are providing statistical data, your slide may only show the relevant statistic focusing on the conclusion you want your audience to draw. Your handout, on the other hand, can contain the full table of data. If you need to show a complex diagram or chart, a handout will be more legible than trying to cram all that information on a slide. Since you need to simplify the data to make it understandable on a slide, the handout can contain the evidence for your message in a way that is legible, detailed, complex, and shows respect for the audience's time and intelligence.

You don't need to include everything in your talk, and you don't need to pack all your information into your slides. Write a handout document with as much detail as

you want and keep the slides simple. Presenters often feel the need to display all the data and information they have so they will appear knowledgeable, informed, and thoroughly prepared. You can help ease this feeling by creating a handout with all of the detailed data you wish, which leaves your slides open to focus on your key message.

Crafting an appropriate handout will take additional time for the presenter, but doing so will result in a take-away document that will stand on its own and a slide show that focuses on effective visual content. Duarte (2008) and Tufte (2003) recommend handouts only for dense, detailed information. Reynolds expands on this idea, noting that your handout needs to be complete enough to stand in your place since you won't be there to present the information or answer questions.

When to distribute handouts is also heavily debated. So common is the practice of providing handouts at the beginning of a presentation that it may seem wrong to break the convention. It is important to understand, however, that if people have paper in front of them while you are speaking, their attention will be split between the handout, your other visual aids, and your words. To counter this, you might consider distributing handouts as they are needed during the presentation and allowing time for people to review them before continuing on. This may not be a viable option for shorter presentations, and the interruption in the flow of the presentation may be hard to recover from. Unless having the documents in front of your audience is absolutely critical to the success of the presentation, handouts should be distributed at the end of the presentation.

### **Slideware**

**Slideware** is a generic term for the software used create and display slide shows such as *Microsoft PowerPoint*, *Apple iWorks Keynote*, *Google Drive Presentation*, *Zoho Show* and others. Composed of individual slides, collectively known as the slide deck, slideware is a de facto standard for presentation visual aids despite criticisms and complaints about the format. In truth, the problem is not with the software but in the use of the program. The focus of much of the remainder of this chapter will be suggestions and best practices for creating effective slide decks that will be high impact and avoid many of the complaints of slideware detractors (Fig. 65). Before this discussion, there are two distinct slideware presentation styles that should be mentioned.



**Fig. 65. Slideware**

Source: [https://www.gettyimages.fr/detail/photo-d%27actualit /apple-ceo-steve-jobs-opens-the-apple-worldwide-photo-dactualit /53028123?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://www.gettyimages.fr/detail/photo-d%27actualit /apple-ceo-steve-jobs-opens-the-apple-worldwide-photo-dactualit /53028123?utm_medium=organic&utm_source=yandexsmartcamera)

## **Pecha Kucha**

**Pecha Kucha** is a method of presenting using a slide deck of 20 slides that display for 20 seconds per slide, advance automatically, and generally contain no text. This method began in 2003 as a way to contain the length of presentations of architects and continues to grow in popularity, but is still reserved mostly for people in creative industries. Because of the restrictive format, Pecha Kucha-style presentations help the speaker practice editing, pacing, connecting with the audience, focusing on the message, and using images in place of words.

## **Prezi**

While not quite slideware, **Prezi** is digital presentation software that breaks away from the standard slide deck presentation. It requires users to plot out their themes before adding primarily image-focused content. Instead of flipping through the slide deck, the presenter zooms in and out of the presentation to visually demonstrate connections not available in other slideware. The design of the software lends itself toward more rapidly changing visuals. This helps to keep the viewer engaged but also lends itself to over-populating the blank canvas with images.

Prezi's fast moving images and, at times, unusual movement can make users dizzy or disoriented. Careful work is needed during planning and practice so that the point of the talk isn't the wow factor of the Prezi software, but that your visuals enhance your presentation. The best way to learn more about this emerging tool is to visit the Prezi website to view examples.

If opting to use Prezi in a corporate environment, you should strongly consider one of the paid options for the sole purpose of removing the Prezi logo from the presentation.

<https://courses.lumenlearning.com/%2Fpublicspeakingprinciples/%2Fchapter/%2Fchapter-13-types-of-visual-aids/>



## **HOMEWORK**

**Deliver your presentation to the audience. Which AV techniques do you consider the most appropriate? Which the least? Why?**

## Lesson 2

### Tools for Public Speaking: Monroe's Motivated Sequence

**1. Let's revise the main stages of a speech. How do we structure a speech? Discuss in pairs / groups**

#### READING

**2. Is this form of presentation effective enough? Read the text on Monroe's Motivated Sequence and assess it. Is it more effective? Why?**

### Monroe's Motivated Sequence

Monroe's Motivated Sequence is a five-step progressive method of persuasion, developed by Alan Monroe in the mid-1930s. This method is used to encourage people to take action and prime your audience to make immediate change. Monroe's Motivated Sequence is seen in many real-life situations such as infomercials and sales pitches. When using this it is important to have a passionate, confident, and extemporaneous delivery. The five steps are: attention, need, satisfaction, visualization & call to action.

#### ATTENTION

The attention getter is the first thing your audience will hear in every speech or presentation. It should **grab their attention** and make them want to listen to you as the speaker. Some good ways to gain attention are through the use of a story, fact, quote, engaging question, statistic, etc. When trying to figure out which you should use in your speech, think about who your audience is, what is appropriate for the occasion, and what would grab your attention as an audience member. When developing your speech, try using different types of attention getters to see which works best within your speech.

#### NEED

After you have gained your audience's attention, you need to explain the issue at hand. Ask yourself: is there a problem? Is there a need for change? Tell your audience **what the problem is** and explain **why it's a problem**. Explain who is impacted by this issue and how severe it is. Consider how this problem may affect your audience. If you are having trouble figuring out a problem, think about things that you think need to be fixed or changed. Think about topics you are passionate about and if there is a problem with the status quo that you would like to see changed.

## SATISFACTION

Once you have explained the issue to your audience, you must present them with a solution to the problem. You should ask yourself, **what is the solution** to my problem or need? **How am I going to accomplish it?** What are the steps to the solution? What do we need to consider to reach the solution (cost, accessibility, time, when this needs to happen, who will be involved, etc.)?

Make sure this section is a **clear step-by-step** plan of the solution. The solution itself may be complex, so make sure this is easy to follow given the context you established when explaining the problem. Make sure to include as much detail as possible to understand the solution, including steps that may seem obvious. A good way to do this is to assume your audience has no idea how to solve the problem or address the need.

## VISUALIZATION

At this point your audience should be engaged, understand the problem, and know how to reach a solution. The next step is visualization, or explaining to your audience how much better life is going to become **when the solution is applied to the problem**. In a perfect world, what would it look like if this problem is no longer an issue? Make sure to focus on the benefits. This may mean touching back on some of the problems to explain how much better life will be when these problems are alleviated. If you feel it's necessary to address opposing viewpoints, the visualization is the best place to mention and refute those claims. *Despite how it may sound*, "visualization" does not mean "visual aid".

## CALL TO ACTION

This is the final step in Monroe's Motivated Sequence. It comes at the very end of your conclusion and will be the last thing your audience hears in your speech. You will want to urge your audience to take action, **right now**, to fix this problem. By this point of the speech, your audience should be itching to know what they can do to make a change. What can your audience do right now to help support the solution?

Make sure this is a **simple, easy, and immediate task**. You need to do the work for your audience, otherwise, they will not take action. Some good examples of a call to action could be passing out a flier, asking your audience to sign a petition you brought in, asking your audience to further educate themselves by providing a link to a website, etc. You could also focus on the first step of your plan and explain how your audience can take that first step. The key is that this must focus on the present day, not five or ten years down the road.



### **3. Watch two videos and say how well they follow Monroe's Motivated Sequence:**

- KP's Speech Class Monroe's Motivated Sequence. **Authored by:** Krista Price.
- Ron Finley A guerilla gardener in South Central LA. **Authored by:** TED.

<https://courses.lumenlearning.com/publicspeakingprinciples/chapter/module-five-details/>



## **HOMEWORK**

**Study the speech patterns to outline the Monroe's Motivated Sequence and try to make a model presentation of your own. Follow the plan.**

### **I. Attention Step**

1. Thesis/Preview

### **II. Need**

1. The problem.
2. Here's proof that this is a serious problem.
3. Here's how this problem impacts your life, audience.
4. Some people say this isn't really a problem.
5. I say they're wrong, and here's why.

### **III. Satisfaction**

1. Here's the solution to this problem.
2. Here's how the solution works.
3. Here's proof that this solution does work to solve the problem.
4. Some say this kind of a solution won't work.

5. I say they're wrong, and here's why.

#### IV. Visualization

1. Picture how much worse off we'll be if we don't move to use my solution.
2. Picture how much better the world will be once we put my solution into place.

#### V. Action

1. Restate thesis.
2. Call to action.
3. Because if you don't.
4. But if you do.
5. Tie Down.

<https://courses.lumenlearning.com/publicspeakingprinciples/chapter/outline-for-monroes-motivated-sequence/>



## Lesson 3

### Digital Tools and Apps to Empower Public Speeches

**1. What digital tools and apps that can help your speech sound better do you know? Discuss in pairs then present in class**

**2. PowerPoint is still the most popular tool for making presentations. Read the following text and fill in the KWL-chart**

| Know | Want | Learnt |
|------|------|--------|
| 1.   |      |        |
| 2.   |      |        |
| ...  |      |        |
| ...  |      |        |
| ...  |      |        |
| ...  |      |        |
| ...  |      |        |

### Tips for Making Effective PowerPoint Presentations

- Use the slide master feature to create a consistent and simple design template. It is fine to vary the content presentation (bulleted list, two-column text, text and image, etc.), but be consistent with other elements such as font, colors and background.
- Simplify and limit the number of words on each screen. Use key phrases and include only essential information.
- Limit punctuation and avoid putting words in all-capital letters. Empty space on the slide will enhance readability.
- Use contrasting colors for text and background. Light text on a dark background is best. Patterned backgrounds can reduce readability.
- Avoid the use of flashy transitions such as text fly-ins. These features may seem impressive at first but are distracting and get old quickly.
- Overuse of special effects such as animation and sounds may make your presentation "cutesy" and could negatively affect your credibility.
- Use good-quality images that reinforce and complement your message. Ensure that your image maintains its impact and resolution when projected on a larger screen.
- If you use builds (lines of text appearing each time you click the mouse), have content appear on the screen in a consistent, simple manner; from the top or left

is best. Use the feature only when necessary to make your point, because builds can slow your presentation.

- Limit the number of slides. Presenters who constantly "flip" to the next slide are likely to lose their audience. A good rule of thumb is one slide per minute.
- Learn to navigate your presentation in a nonlinear fashion. PowerPoint allows the presenter to jump ahead or back without having to page through all the interim slides.
- Know how to and practice moving forward *and* backward within your presentation. Audiences often ask to see a previous screen again.
- If possible, view your slides on the screen you'll be using for your presentation. Make sure the slides are readable from the back row seats. Text and graphic images should be large enough to read but not so large as to appear "loud."
- Have a Plan B in the event of technical difficulties. Remember that transparencies and handouts will not show animation or other special effects.
- Practice with someone who has never seen your presentation. Ask them for honest feedback about colors, content and any effects or graphic images you've included.
- Do not read from your slides. The content of your slides is for the audience, not for the presenter.
- Do not speak to your slides. Many presenters face their presentation onscreen rather than their audience.
- Do not apologize for anything in your presentation. If you believe something will be hard to read or understand, don't use it.

## **The Seven Deadly Sins of PowerPoint Presentations**

***By Joseph Sommerville***

It's not surprising PowerPoint slideshows have become the norm for visuals in most business presentations. Slideshows are quick to produce, easy to update and effective to inject visual interest into the presentation. However, slideshows can also spell disaster even for experienced presenters. The key to success is to make certain your slide show is a visual aid and not a visual distraction. For the best results, avoid these common "seven deadly sins" of PowerPoint presentations.

1. Slide Transitions And Sound Effects: Transitions and sound effects can become the focus of attention, which in turn distracts the audience. Worse yet, when a presentation containing several effects and transitions runs on a computer much slower than the one on which it was created, the result is a sluggish, almost

comical when viewed. Such gimmicks rarely enhance the message you're trying to communicate. Unless you are presenting at a science fiction convention, leave out the laser-guided text! Leave the fade-ins, fade-outs, wipes, blinds, dissolves, checkerboards, cuts, covers and splits to Hollywood filmmakers. Even "builds" (lines of text appearing each time you click the mouse) can be distracting. Focus on your message, not the technology.

2. **Standard Clipart:** Death to screen beans! PowerPoint is now so widely used the clipart included with it has become a "visual cliché." It shows a lack of creativity and a tired adherence to a standard form. First, make certain that you need graphical images to enhance your message. If you do, use your own scanned photographs or better-quality graphics from companies such as PhotoDisc ([www.photodisc.com](http://www.photodisc.com)) or Hemera's Photo Objects ([www.hemera.com](http://www.hemera.com)). Screen captures can add realism when presenting information about a Website or computer program. Two popular screen capture programs are Snagit ([www.techsmith.com](http://www.techsmith.com)) for Windows and Snapz Pro ([www.ambrosiasw.com](http://www.ambrosiasw.com)) for Macintosh. Both are available as shareware.
3. **Presentation Templates:** Another visual cliché. Templates force you to fit your original ideas into someone else's pre-packaged mold. The templates often contain distracting backgrounds and poor color combinations. Select a good book on Web graphics and apply the same principles to your slides. Create your own distinctive look or use your company logo in a corner of the screen.
4. **Text-Heavy Slides:** Projected slides are a good medium for depicting an idea graphically or providing an overview. Slides are a poor medium for detail and reading. Avoid paragraphs, quotations and even complete sentences. Limit your slides to five lines of text and use words and phrases to make your points. The audience will be able to digest and retain key points more easily. Don't use your slides as speaker's notes or to simply project an outline of your presentation.
5. **The "Me" Paradigm:** Presenters often scan a table or graphical image directly from their existing print corporate material and include it in their slide show presentations. The results are almost always sub-optimal. Print visuals are usually meant to be seen from 8–12 inches rather than viewed from several feet. Typically, these images are too small, too detailed and too textual for an effective visual presentation. The same is true for font size; 12 point font is adequate when the text is in front of you. In a slideshow, aim for a minimum of 40 point font. Remember the audience and move the circle from "me" to "we." Make certain all elements of any particular slide are large enough to be seen easily. Size really does matter.

6. **Reading:** A verbal presentation should focus on interactive speaking and listening, not reading by the speaker or the audience. The demands of spoken and written language differ significantly. Spoken language is shorter, less formal and more direct. Reading text ruins a presentation. A related point has to do with handouts for the audience. One of your goals as a presenter is to capture and hold the audience's attention. If you distribute materials before your presentation, your audience will be reading the handouts rather than listening to you. Often, parts of an effective presentation depend on creating suspense to engage the audience. If the audience can read everything you're going to say, that element is lost.
7. **Faith in Technology:** You never know when an equipment malfunction or incompatible interfaces will force you to give your presentation on another computer. Be prepared by having a back-up of your presentation on a CD-ROM. Better yet is a compact-flash memory card with an adapter for the PCMCIA slot in your notebook. With it, you can still make last-minute changes. It's also a good idea to prepare a few color transparencies of your key slides. In the worst-case scenario, none of the technology works and you have no visuals to present. You should still be able to give an excellent presentation if you focus on the message. Always familiarize yourself with the presentation, practice it and be ready to engage the audience regardless of the technology that is available. It's almost a lost art.

Joseph Sommerville has earned the title "The Presentation Expert" for helping professionals design, develop and deliver more effective presentations. He is the principal of Peak Communication Performance, a Houston-based firm working worldwide to help professionals develop skills in strategic communication.

### **Tips for Effective PowerPoint Presentations**

#### ***Fonts***

- Select a single sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino because these fonts are sometimes more difficult to read.
- Use no font size smaller than 24 point.
- Use the same font for all your headlines.
- Select a font for body copy and another for headlines.
- Use bold and different sizes of those fonts for captions and subheadings.
- Add a fourth font for page numbers or as a secondary body font for sidebars.
- Don't use more than four fonts in any one publication.

- Clearly label each screen. Use a larger font (35 – 45 points) or different color for the title.
- Use larger fonts to indicate importance.
- Use different colors, sizes and styles (e.g., bold) for impact.
- Avoid italicized fonts as these are difficult to read quickly.
- Avoid long sentences.
- Avoid abbreviations and acronyms.
- Limit punctuation marks.
- No more than 6-8 words per line.
- For bullet points, use the 6×6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide.
- Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.
- Put repeating elements (like page numbers) in the same location on each page of a multi-page document.
- To test the font, stand six feet from the monitor and see if you can read the slide.

### ***Design and Graphical Images***

- Use design templates.
- Standardize position, colors, and styles.
- Include only necessary information.
- Limit the information to essentials.
- Content should be self-evident.
- Use colors that contrast and compliment.
- Too many slides can lose your audience.
- Keep the background consistent and subtle.
- Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.
- Use a single style of dingbat for bullets throughout the page.
- Use the same graphical rule at the top of all pages in a multi-page document.
- Use one or two large images rather than several small images.
- Prioritize images instead of a barrage of images for competing attention.
- Make images all the same size.
- Use the same border.
- Arrange images vertically or horizontally.
- Use only enough text when using charts or graphical images to explain the chart or graph and clearly label the image.

- Keep the design clean and uncluttered. Leave empty space around the text and graphical images.
- Use quality clipart and use it sparingly. A graphical image should relate to and enhance the topic of the slide.
- Try to use the same style graphical image throughout the presentation (e.g., cartoon, photographs).
- Limit the number of graphical images on each slide.
- Repetition of an image reinforces the message. Tie the number of copies of an image to the numbers in your text.
- Resize, recolor, reverse to turn one image into many. Use duplicates of varying sizes, colors, and orientations to multiply the usefulness of a single clip art image.
- Make a single image stand out with dramatic contrast. Use color to make a dramatic change to a single copy of your clip art.
- Check all images on a projection screen before the actual presentation.
- Avoid flashy images and noisy animation effects unless it relates directly to the slide.

### ***Color***

- Limit the number of colors on a single screen.
- Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.
- Use no more than four colors on one chart.
- Check all colors on a projection screen before the actual presentation. Colors may project differently than what appears on the monitor.

### ***General Presentation***

- Plan carefully.
- Do your research.
- Know your audience.
- Time your presentation.
- Speak comfortably and clearly.
- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start. Then present the information. Finally review important points.

- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished to speak.
- If the content is complex, print the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.

<https://www.ncsl.org/legislative-staff/lsc/tips-for-making-effective-powerpoint-presentations>



**3. Now you know how to use PowerPoint. But what other digital tools do you know? Read the text and say which is the best solution. Why?**

### **17 Best PowerPoint Alternatives to Try in 2025**

Why should you try PowerPoint alternatives?

#### **Cost Savings**

PowerPoint is part of the Microsoft Office suite, which requires a subscription or one-time purchase. Free or more affordable alternatives like Google Slides, Canva, or LibreOffice Impress can provide similar functionality without the cost.

#### **Cloud-Based Collaboration**

PowerPoint's collaboration features are improving, but alternatives like Google Slides offer seamless real-time collaboration with auto-saving, making it easier for teams to work together remotely.

#### **Unique Design and Animation Features**

Some alternatives, such as Prezi and Canva, provide dynamic, non-linear presentations and modern design templates that make slides more engaging than traditional PowerPoint formats.

## **Lighter and More Efficient**

Some PowerPoint alternatives consume fewer system resources, load faster, and don't require installations, making them a good option for lower-end devices.

### **Google Slides**

The first PowerPoint presentation alternative software we will analyze is Google Slides. A cloud-first presentation platform for teams prioritizing real-time collaboration over complex design features. As part of the Google Workspace ecosystem, it integrates seamlessly with tools like Google Drive, Docs, and Sheets, allowing users to embed live charts, tables, or even entire documents directly into slides. This makes it ideal for data-driven presentations where figures need to update dynamically – for example, quarterly business reviews or project status reports.

The interface is intentionally minimalist, resembling a stripped-down version of PowerPoint, which lowers the learning curve for new users but limits advanced customization. Templates are functional but lack the polish of premium tools like Keynote or Canva, and transitions/animations are limited to basic fades and slides. However, its strength lies in accessibility: presentations auto-save to the cloud, work offline with Chrome extensions, and can be shared via a link with view/edit permissions. For remote teams, features like comment threads, @mentions, and version history (tracking changes over 30 days) streamline feedback loops. Completely free, Google Slides may seem basic for some users who haven't tested the power behind Google Slides templates, but the truth is we can customize our tool range by installing third-party add-ons called Extensions. Some remarkable examples are Slides Translator, Icons by Noun Project, Hypatia Create, Mote, etc. Export options include PowerPoint (pptx), PDF, and even publish-to-web embeds, though formatting inconsistencies can occur when converting to non-Google formats.

### **SlideModel.ai**

Unlike any other tool mentioned in this article, SlideModel AI is not a PowerPoint alternative but rather a new tool to enhance your PowerPoint presentations. This web-based application integrates state-of-the-art LLM with professionally designed PPT templates to create a mesmerizing slide deck in just seconds based on the input provided by users.

The experience is seamless. You only need to deliver a detailed prompt into the tool or upload a document (DOC, DOCX, or PDF) so the AI technology can crawl it to extract the core pieces of information and generate an outline you can iterate as many times as you prefer. Once approved, select the aesthetics by picking the presentation template, reviewing the details, and clicking "*Generate Presentation.*" The result is an

AI-driven slide deck integrating your content into the slide layout. You can use SlideModel AI for a variety of presentation needs, e.g. to turn an Academic research paper into PowerPoint, or just to speed up the presentation design process generating an initial version of your slide deck.

Images are totally customizable with a couple of clicks. You can upload graphics from your computer into the placeholder areas or work your way with prompts to produce text-to-image AI graphics powered by DALL-E, Stable Diffusion, or Flux. Slide layouts are also customizable, and we can regenerate them based on a prompt.

### **Keynote**

In case you're a Mac user, Keynote is Apple's flagship presentation software, renowned for its precision design tools and cinematic transitions. Built exclusively for macOS and iOS, it leverages the hardware-software synergy of Apple devices to deliver buttery-smooth animations like the "Magic Move" effect, which automatically animates objects between slides. This makes it a favorite among creatives – graphic designers, filmmakers, and marketers – who demand pixel-perfect control over typography, gradients, and vector graphics.

Unlike cloud-based tools, Keynote operates natively on Apple devices, offering offline reliability and faster rendering of high-resolution assets. Its iCloud sync ensures presentations update across devices, though real-time collaboration is limited to users on macOS Ventura or later, creating friction for mixed-OS teams. Export options are robust: slides can be saved as PowerPoint files (with minor formatting quirks), 4K videos, or interactive PDFs.

For Apple-centric users, features like Live Video (embedding camera feeds mid-presentation) and iPhone remote control add polish to live presentations. Pricing is free for all Apple device owners, which is a strategic move to lock users into the ecosystem. However, the lack of Windows/Linux support and no web editor (unlike Google Slides) limits cross-platform usability. Keynote's true value shines in scenarios where design integrity matters – think TED Talks, annual reports, or investor pitches – but its learning curve for non-designers and absence of cloud-based teamwork tools make it less versatile for large organizations.

### **Canva**

Presenters who need an all-in-one solution suitable for presentation design, handouts, social media assets, videos, etc., must already be familiar with this software. Canva has democratized design for non-experts, offering a drag-and-drop presentation builder with an extensive library of templates tailored to social media, education, and startups. Its intuitive interface lets users customize slides with branded

fonts, colors, and logos via the "Brand Kit" feature – a boon for small businesses lacking graphic designers. Advanced tools like AI-powered background removers, photo enhancers, and a built-in stock photo collection to simplify visual storytelling.

Collaboration is seamless: teams co-edit in real time, leave comments, and share via links or social platforms. While animations and transitions are less sophisticated than PowerPoint's, features like embedded videos, audio clips, and live data widgets (via integrations with Google Sheets) cater to modern, multimedia-heavy presentations.

Export options include PDF, video, and even print-ready files, though resolution limits apply for large-format printing. Canva shines in agility – creating Instagram stories, pitch decks, or workshop slides in minutes – but falters with complex data visualization. For example, pivot tables or interactive charts require manual design or third-party tools. Its mobile app is notably robust, enabling on-the-fly edits, a perk for influencers and field marketers.

You can check our guide on integrating Canva with PowerPoint for presentations to create a powerful slide design workflow. We also crafted an article for users seeking to find Canva alternatives.

### **Figma Slides**

For IT professionals looking for familiar solutions for presentation design, Figma Slides is a tool integrated into the Figma ecosystem, designed to unify design workflows and collaborative storytelling. Launched in late 2024 and updated in 2025, it targets designers and teams seeking seamless transitions from wireframes to polished presentations.

The tool integrates seamlessly with Figma's core features, such as Auto Layout and prototyping. Users can toggle between "Design Mode" and presentation editing. This eliminates the need to export assets to PowerPoint or Keynote, streamlining the creative process. The platform also includes AI-powered tools to accelerate deck creation.

One of Figma Slides' standout features is its emphasis on interactivity. Presenters can embed live prototypes, polls, and alignment scales directly into slides, fostering real-time audience engagement. For example, live polls let viewers vote on questions mid-presentation, while clickable prototypes showcase product functionality in action.

The learning curve can be steep for non-Figma users, especially when navigating advanced features. Additionally, the platform's transition from a free beta to a paid model in 2025 may deter budget-conscious users. Despite these drawbacks, Figma

Slides excels for design-centric teams that prioritize interactivity and brand consistency. Its unified workflow – combining design and presentation phases in one platform – makes it a compelling choice for agencies, product teams, and startups.

Check our guide on Figma presentations to learn more about the capabilities Figma has to offer.

## **Prezi**

Prezi upends the slide-by-slide paradigm with a zoomable canvas that lets presenters navigate ideas spatially, like a mind map. This nonlinear format is ideal for storytelling – TED speakers use it to create narrative tension by zooming into details or panning across big-p concepts. The editor allows users to place content (text, images, videos) on a single infinite canvas, connected by customizable "paths" that dictate the presentation flow.

Features like "Conversational Presenting" let presenters switch topics based on audience input, fostering engagement in workshops or sales pitches. The templates are modern, with bold colors and geometric layouts, though customization options are less significant than those in PowerPoint.

Export options are limited – Prezi's magic fades when converted to static PDFs or videos, so it's best used live or shared via Prezi's cloud. Integration with Zoom and Microsoft Teams enhances virtual presentations, but internet dependency can be a hurdle. For industries like consulting, training, or creative agencies, where audience engagement trumps tradition, Prezi offers a memorable alternative to *"death by PowerPoint."*

## **Visme**

One of the most popular options for users seeking online presentation makers is Visme, an all-in-one visual communication hub that allows users to craft presentations, infographics, and data dashboards.

Its chart engine supports 30+ graph types, including radar charts and heat maps, with interactive presentation elements like hover effects or clickable tabs – ideal for embedding in websites or digital reports. The platform offers 1,000+ templates categorized by industry (nonprofit, tech, healthcare), each customizable with drag-and-drop ease. Advanced features include a built-in screen recorder for demo videos, AI-powered text-to-image generators, and an AI-generator chatbot to create a slide deck in minutes based on your input. This feature may alienate some users who are accustomed to working with PowerPoint or other traditional presentation software options.

Collaboration is limited to comments and versioning, lacking real-time co-editing, but its asset library (icons, stock photos, 3D illustrations) rivals Canva's. Visme excels in creating evergreen content: interactive annual reports, training modules, or SEO-friendly web embeds. However, animations are basic, and slide decks created with it won't be 100 % editable with PowerPoint or Google Slides. For data analysts, marketers, or educators needing to merge data storytelling with design, Visme bridges the gap between spreadsheets and slides.

## **Piktochart**

How often have you felt frustrated about PowerPoint's lack of intuitive tools to create infographics? It almost feels as if you're bound to learn your way through graphic design to create quality infographics or juggle between professional infographic templates, getting overwhelmed by the wide variety of options that may not suit your data. Piktochart is your go-to alternative to PowerPoint, born as a niche tool for infographics. Still, nowadays, it offers an extensive selection of tools for presentation, featuring report templates and even social media content-creating options.

Its core strength lies in simplifying data-heavy content into digestible, visually engaging formats – ideal for educators, nonprofits, and small businesses lacking dedicated design teams. The platform offers over 600 professionally designed templates, many tailored for annual reports, surveys, and instructional materials, with drag-and-drop customization that requires no technical skill. A standout feature is its AI-powered "Text to Image" tool, which generates custom graphics from descriptive prompts (e.g., *"a futuristic cityscape for a tech webinar"*), though results vary in quality. Piktochart's asset library includes 2,000+ icons, charts, and illustrations, but animations are limited to basic entrance/exit effects, making it less dynamic than Prezi or Visme. Collaboration is straightforward: teams can comment on drafts and share editable links, though real-time co-editing isn't supported.

Export options include PDF, PNG, and HTML5 (for web embeds), though interactive elements like clickable buttons aren't supported. For academic users, Piktochart's ability to transform dense research data into infographics or slide decks is invaluable – think about converting a 50-page whitepaper into a visually compelling Zoom presentation webinar. However, its limitations in advanced animation and interactivity make it less suitable for high-stakes marketing pitches.

## **Pitch**

Another PPT alternative worth exploring is Pitch, which targets modern startups and enterprises with a collaborative, design-forward presentation approach.

Its templates are distinctly contemporary – think asymmetrical layouts, bold color blocking, and embedded video snippets – catering to industries like tech, fashion, and media. Unlike Google Slides, Pitch emphasizes brand consistency: teams can create centralized brand hubs with approved fonts, colors, and logos, ensuring every deck aligns with corporate identity.

Collaboration features are robust, including real-time editing, granular permissions (viewer/editor/owner), and approval workflows for legal or leadership sign-off. Integrations with tools like Figma (for embedding live prototypes), Slack (for notifications), and Loom (for video messages) streamline cross-functional workflows. Pitch's analytics dashboard tracks viewer engagement, showing which slides garnered the most attention – a boon for refining sales pitches or investor pitch deck updates.

Export options are limited to PDF and PowerPoint, with occasional formatting discrepancies. While Pitch's interface is intuitive, its focus on modern aesthetics can be restrictive for traditional finance or government industries. For remote teams needing to balance speed with brand governance, Pitch is a compelling alternative to PowerPoint. However, its lack of offline editing (all projects are cloud-based) and premium pricing position it as a tool for scaling businesses rather than solopreneurs.

### **Beautiful.ai**

Following a similar approach to SlideModel.ai, Beautiful.ai is another AI presentation maker tool that aims to bridge the gap between users and presentation design. Users select a template – such as a pitch deck, timeline, or SWOT analysis – and the platform's "DesignerBot" AI dynamically adjusts layouts as content is added. For example, inserting a bulleted list automatically reformats text spacing and aligns images, ensuring slides remain visually coherent. This "set-and-forget" approach is perfect for time-crunched professionals in industries like consulting or finance, where branding precision is non-negotiable.

The template library includes 50+ smart slides optimized for everyday use cases, with charts that auto-update when linked to Google Sheets. Collaboration features are basic (commenting only), but the AI's strict design rules minimize feedback loops – no more debating font sizes.

The main difference between this tool and SlideModel.ai is that designs made in Beautiful.ai aren't editable. Users cannot freely reposition elements or customize transitions, even when importing the slide deck into PowerPoint. Visual elements are rendered static, as if they were images, limiting the editing aspect and not allowing

advanced effects (i.e., PowerPoint transitions or PowerPoint animations). It is a standalone platform that creates presentation decks using AI technology, not a complementary tool for PowerPoint or Google Slides.

### **Haiku Deck**

If you're familiar with the core rules of PowerPoint presentations, then you get the why behind "one idea per slide." Haiku Deck takes this approach to the next level with its zen philosophy: one idea per slide, paired with full-screen images from its curated library. Users can select one design theme, and the platform automatically formats text for readability.

Animations are almost non-existent in this tool, which makes it ideal for presenters who want to convey their message by prioritizing visual impact over complicated slide designs. As a downside, the slide decks generated with this tool can feel somewhat rigid, as you don't have as many presentation editing tools as other software alternatives to PowerPoint.

### **Zoho Show**

Zoho Show, part of the Zoho Office Suite, is a cloud-based presentation tool designed for small to mid-sized businesses already embedded in the Zoho ecosystem (CRM, Finance, etc.). Its interface mirrors PowerPoint's ribbon layout, easing the transition for traditional users, but adds unique features like offline editing – a rarity among web-based tools. Collaboration is seamless: teams can assign tasks, leave threaded comments, and track changes with version history. Zoho's "Master Slide" feature allows global edits to fonts, colors, and logos, while "Slide Notes" support detailed presenter scripts.

The platform integrates natively with Zoho CRM, enabling sales teams to auto-populate slides with client data or deal metrics. Templates are functional but lack the modern flair of Canva or Pitch, leaning toward corporate professionalism. Pricing is competitive: free for up to 25 users, with premium plans offering advanced analytics and cloud storage. Without a doubt, it is an attractive PowerPoint alternative software.

Export options include PDF, PowerPoint, and HTML5, though complex animations may not translate perfectly. Zoho Show's strength is its affordability and integration depth – ideal for businesses already using Zoho apps for HR, invoicing, or project management. However, its design limitations and utilitarian aesthetics make it a hard sell for creative industries. Zoho Show is a pragmatic choice for organizations prioritizing cost-efficiency and ecosystem cohesion over cutting-edge design.

## Ludus

How many times have you wished collaborative presentation design processes resembled Slack? Well, now it's your chance with this PowerPoint substitute named Ludus. With a sleek UI, Ludus allows users to work with an extensive range of content options:

- populating tables from manual data
- Google Sheets integration for data
- native video blocks from copy/paste URL inside the app (compatible with YouTube, Instagram\*, etc.)
- unsplash integration for stock images
- Figma integration
- native SVG copy/paste from Illustrator, Figma, and other vector editors

Developers can tweak designs using HTML/CSS, making Ludus uniquely suited for tech teams crafting interactive demos or embedded web content. The platform supports 3D model integration and clickable prototypes, ideal for SaaS companies creating product presentations. Collaboration features include real-time editing, granular permissions, and exportable version histories (almost as if working with a visual GitHub).

Export options range from PDFs to responsive HTML embeds, though offline presenting requires downloading large files. Ludus offers unparalleled versatility for creative agencies pitching immersive brand experiences or startups demoing apps. However, its niche focus and lack of pre-built templates (users start from blank canvases) limit appeal outside design-savvy circles.

## Slides.com

Our next PowerPoint alternative software is a web-based presentation design tool that's quite popular among developers and educators due to its code-friendly customization. **Slides.com** editor supports CSS/JavaScript overrides, which allow tech teams to craft pixel-perfect animations or embed custom widgets into presentation slides.

The available templates are primarily minimalistic, emphasizing content editing through its native tools rather than flashy, pre-made designs. Again, think of it as a solution intended for IT audiences who don't go the extra mile to create a graphic design masterpiece but rather look for a compelling solution that allows them to create visual presentations in minutes.

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\* Part of the Meta Platforms, declared extremist in Russia.

Collaboration is straightforward: real-time editing and comments come standard, even on the lower-tier plans. For users familiar with web development, Slides.com allows presentations to be hosted directly inside custom domains, which is ideal for clients seeking to distribute slide decks inside their own websites.

Export options include PDF, PowerPoint, and Markdown, though complex code-based animations won't survive conversion. For non-technical users, Slides' simplicity is a double-edged sword: while it is easy to learn, it lacks advanced design tools like shape libraries or gradient editors. However, for developers creating documentation or open-source project pitches, Slides bridge the gap between code and visual storytelling.

### **Powtoon**

If you're looking for a creative substitute for PowerPoint, Powtoon specializes in animated explainer videos and presentations, blending drag-and-drop characters, props, and voiceover syncing. Its cartoonish templates are popular in e-learning, marketing, and internal training – imagine onboarding videos with talking avatars or product demos with motion graphics. They bring the illusion of cartoons into presentation design, which appeals to younger audiences looking for video presentations.

The editor includes a timeline view for frame-by-frame adjustments, though mastering it requires patience. Powtoon's "Visual Script" feature auto-generates storyboards from text, while a library of pre-animated scenes (e.g., "office meeting" or "data dashboard") accelerates production. Export options include MP4, GIF, and YouTube uploads, but interactive elements aren't supported. Additionally, Powtoon offers an interesting selection of third-party integrations with tools like Microsoft Teams, Adobe Photoshop (which allows you to integrate your PSD designs into Powtoon's videos), HubSpot, and even PowerPoint itself.

For educators or marketers needing to simplify complex topics through animation, Powtoon is a budget-friendly alternative to professional tools like Adobe After Effects. However, its stylistic limitations (everything skews playful) and performance hiccups make it less viable for formal corporate settings.

### **Adobe Express**

Adobe Express (formerly Adobe Spark) leverages Adobe's design heritage with premium templates and deep integrations with Creative Cloud. Features like "Text to Image" AI art, auto-resizing for social platforms, and access to Adobe Fonts/Stock cater to marketers and social media teams, making it ideal for repurposing

presentations into other distribution channels. Also, Adobe Express features a content planner tool with native integration with social media networks – including TikTok.

Collaboration is limited compared to Canva, but Express's stock assets and subscription pricing (free for Creative Cloud subscribers) suit freelancers and small teams. Export options include 4K video and print-ready PDFs, though complex animations require Premiere Pro. For creatives seeking Adobe-quality outputs without the learning curve of Photoshop, Express strikes a balance in presentation design.

### **Vennage**

If you intend to work with online cloud tools, Vennage is a worth-checking alternative to PowerPoint. It has a wide range of features to create high-end presentation slides, infographics, reports – any compelling visual required for a slide deck, you name it.

It's particularly popular among marketers, educators, and small-to-medium enterprises (SMEs) who must communicate data-heavy content in engaging presentations. The platform offers hundreds of customizable templates tailored to specific industries, such as healthcare, tech, and education, ensuring users can find designs that align with their needs.

The drag-and-drop editor is intuitive and beginner-friendly, requiring no prior design expertise. Users can choose from over 2,000 icons, charts, and widgets to customize their visuals, while the data visualization tools support more than 30 chart types, including bar graphs, radar charts, and heat maps. Direct data imports from spreadsheets further streamline the process, making updating visuals as new data comes in easy. Collaboration features like team editing, comment threads, and version control facilitate seamless feedback loops, though real-time co-editing isn't supported.

Vennage's strengths lie in its accessibility and versatility. The platform democratizes design, enabling non-designers to create professional-quality infographics, reports, and social media visuals. Customizable brand kits ensure project consistency, while export options include PNG, PDF, and interactive HTML embeds. However, the platform has its limitations. Animation options are basic compared to tools like Powtoon, and the free version includes generic stock imagery that may not suit all use cases.

<https://slidemodel.com/powerpoint-alternatives/>



## **HOMEWORK**

**Answer the questions.**

**1**

What PowerPoint alternatives do you know?

**2**

What are the benefits of free PowerPoint alternatives like Google Slides, Canva, or LibreOffice Impress?

**3**

How do cloud platforms like Google Slides make it easier for teams to work remotely?

**4**

Describe some unique features of Prezi and Canva.

**5**

In what ways do you think culture influences body language?

**6**

What are some of the ways Google Slides integrates with other tools like Google Drive, Docs, and Sheets?

**7**

How does SlideModel.ai help you to create presentations?

## Lesson 4

### Infographics for Public Speaking

1. Read the text and make an overview. Can you answer briefly (2 – 3 sentences) what infographic is (Fig. 66)?

#### What is an Infographic? Examples, Templates & Design Tips

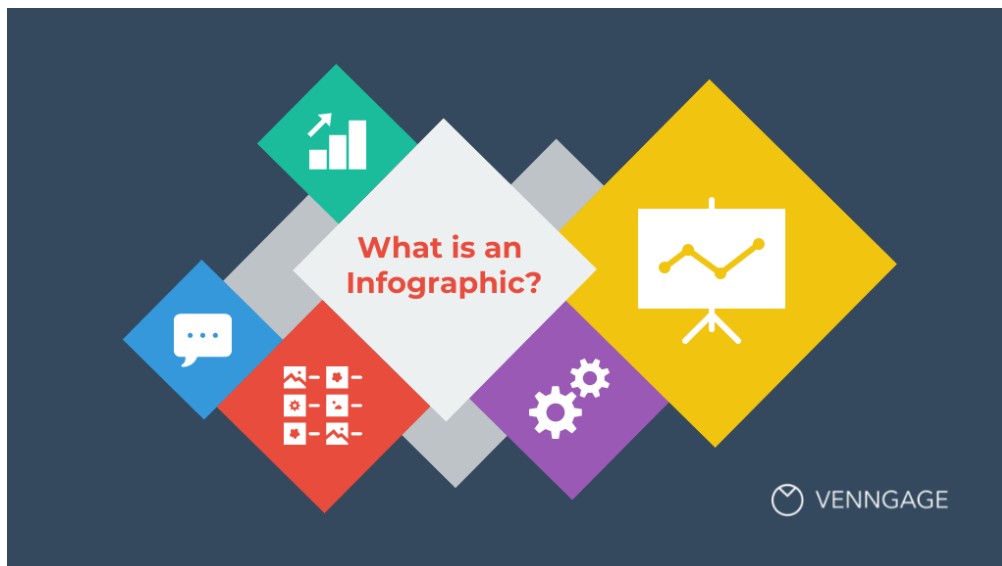


Fig. 66. Infographic examples, templates and design tips

Source: [https://mysupercook.ru/what-is-design?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://mysupercook.ru/what-is-design?utm_medium=organic&utm_source=yandexsmartcamera)

#### **What is an infographic?**

An infographic is a **collection of imagery, data visualizations** including different **types of charts and graphs** like **pie charts** and **bar graphs**, and minimal text that gives an easy-to-understand overview of a topic.

According to the Oxford English Dictionary, an infographic (or information graphic) is "a visual representation of information or data."

As in the example below, infographics use striking, engaging visuals to communicate information quickly and clearly.

#### **Why should you use infographics?**

Infographics are great for making complex information easy to digest. They can be helpful anytime you want to:

- provide a quick overview of a topic;
- explain a complex process;
- display research findings or survey data;

- summarize a long blog post or report;
- compare and contrast multiple options;
- raise awareness about an issue or cause.

**When you need to give someone a really quick rundown on something that can be hard to explain in words alone, an infographic is a good way to go.**

### **Infographic examples for different use cases**

Infographics can be useful in pretty much any industry. They can explain tough topics, show off cool data or just grab your attention, depending on what you're after.

Here are just some of its use cases:

- infographics for education;
- infographics for marketing;
- infographics for government;
- infographics for consulting and freelancing;
- infographics for nonprofits;
- infographics for small businesses and entrepreneurs.

### **What are the different types of infographics?**

At Venngage, we have various infographic types, each serving different purposes and suited for different kinds of data and information. However, here are some 9 common types of infographics:

- 1) statistical infographics;
- 2) informational infographics;
- 3) timeline infographics;
- 4) process infographics;
- 5) geographic infographics;
- 6) comparison infographics;
- 7) hierarchical infographics;
- 8) list infographics;
- 9) resume infographics.

Each type of infographic is tailored to visualize a different type of content. For example:

**Informational infographics** are used to explain complex topics in a clear and structured way. They often contain more text than other infographic types, making them ideal for educating audiences on detailed subjects or step-by-step processes.

**Statistical infographics**, on the other hand are often seen in reports, presentations or research. They're great for turning numbers into easy-to-understand visuals like charts and graphs, making data more engaging.

### **What are the 5 elements of an infographic?**

The five key elements of an infographic are:

1. **Visual hierarchy** – a clear structure that guides the reader's eye through the information, ensuring the most important points stand out. This includes layout, typography, and emphasis on key data.
2. **Data & facts** – accurate, well-researched data presented in a digestible way. Charts, graphs, and statistics help make complex information more accessible.
3. **Graphics & icons** – visual elements like icons, illustrations, and images that support the content and make the infographic engaging without overwhelming the message.
4. **Color & typography** – a consistent color scheme and easy-to-read fonts that enhance readability and maintain brand alignment while making the infographic visually appealing.
5. **Concise messaging** – short, impactful text that gets straight to the point. Infographics should simplify information rather than overwhelm readers with long paragraphs.

[https://venngage.com/blog/what-is-an-infographic/#FAQs\\_about\\_creating\\_infographics](https://venngage.com/blog/what-is-an-infographic/#FAQs_about_creating_infographics)



**2. Can you find some examples of infographics on the Internet and show it to the class?**

**3. Graphs and charts are the most frequent format for infographics (Fig. 67). Let's learn to describe them. Match the trends with their verbal descriptions**

**Useful Graph Vocabulary**

**UP:** *increase / rise / grow / went up / soar / double / multiply / climb / exceed /*

**DOWN:** *decrease / drop / fall / decline / plummet / halve / depreciate / plunge*

**UP & DOWN:** *fluctuate / undulated / dip /*

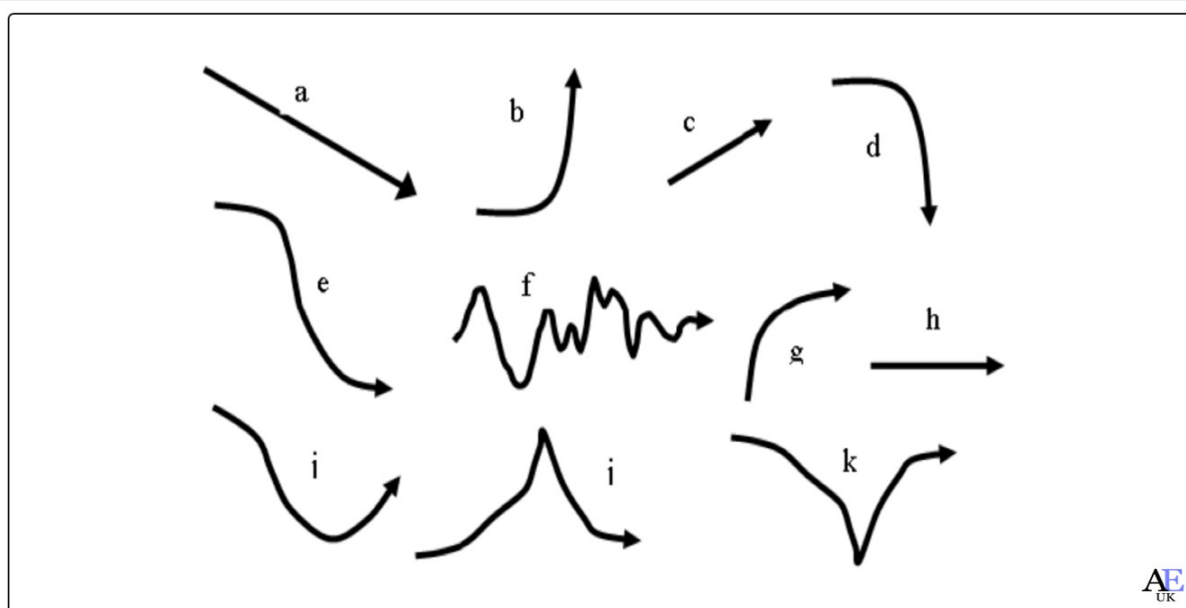
**SAME:** *stable (stabilised) / levelled off / remained constant or steady / consistent*

**CHANGES:** *gently / gradually / slightly / steadily / a little /*

**CHANGES:** *suddenly / sharply / dramatically / steeply / sudden*

**TOP:** *reached a peak / peaked / reached its highest level /*

**BOTTOM:** *bottomed out / sank to a trough / the lowest level*



**Fig. 67. Graphs**

Source: [https://mavink.com/post/7CDD7148CFE1D2478D879A01A88CAF006FAM5CBA8B/show-trend-in-graph-form?utm\\_medium=organic&utm\\_source=yandexsmartcamera](https://mavink.com/post/7CDD7148CFE1D2478D879A01A88CAF006FAM5CBA8B/show-trend-in-graph-form?utm_medium=organic&utm_source=yandexsmartcamera)

**4. Here's the example of a graph description (Fig. 68). Study it and then practice**

**Useful graph language: Description**

The graph from (source) presents data on (title) ...

The graph from (source) shows/ illustrates (title) ...

If we look at this graph on (title) from (source) you can see ...

The axis (vertical) is ... and the x axis (horizontal) is ...

(Graph) These lines represent ... (Bar) These Columns are... (Pie) These segments are ... (Table) These rows are ...

### **Useful graph language: Analysis**

Overall summary: Overall, there is / has been ... / Generally, there is ...

What you can see is ... / From the graph we can see...

I'd like to focus your attention on ...

If you look at this ..., you'll see / notice / understand

A key significant area is ... / Two key significant areas are...

An important point is ... / Two important points I'd like to illustrate are...

What is interesting here is ...

An interesting observation is ...

An analysis of the graph illustrates ...

Looking at ....

### **Useful graph language: Evaluation**

This seems to suggest that ...

This is possibly because of ...

This is (clearly) due to ...

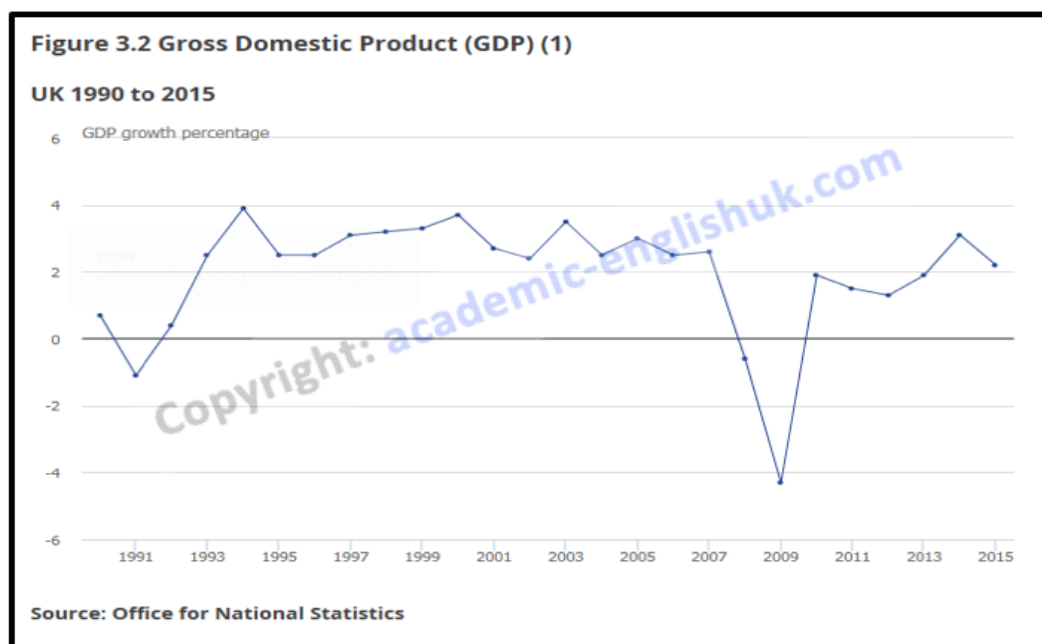
One reason for this could be ...

An evaluation of this data suggests / provides evidence for / highlights ...

To provide evidence to my previous point the graph highlights ...

Overall, this highlights the significance of ...

Therefore, this provides evidence that ...



**Fig. 68. Gross domestic product**

Source: <https://academic-englishuk.com/describing-graphs/>



**5. Now practice some other speech patterns for describing other types of charts (table, pie chart, bar chart)**

**List with phrases to describe charts.**

- The pie chart is about ...
- The bar chart deals with ...
- The line graph (clearly) shows ...
- The chart is divided into ... parts.
- It highlights ...
- ... has the largest (number of) ...
- ... has the second largest (number of) ...
- ... is as big as ...
- ... is twice as big as ...
- ... is bigger than ...
- More than ... per cent ...
- Only one third ...
- Less than half ...
- The number ... increases/goes up/grows by ...
- The number ... decreases/goes down/sinks by ...
- I was really surprised/shocked by the ...
- So we can say ...

**Pets in Year 7 at school**

We have chosen the pie chart because we think it shows the number of pets in Year 7 best (Fig. 69).

## Pets in Year 7



Fig. 69. Pie chart

### 1. Introduction

Here you say what the diagram is about. Mind the title of it and do not forget to include the source.

The pie chart is about the pets in Year 7. The chart is divided into 5 parts. It is taken from ...

### 2. Message of the diagram

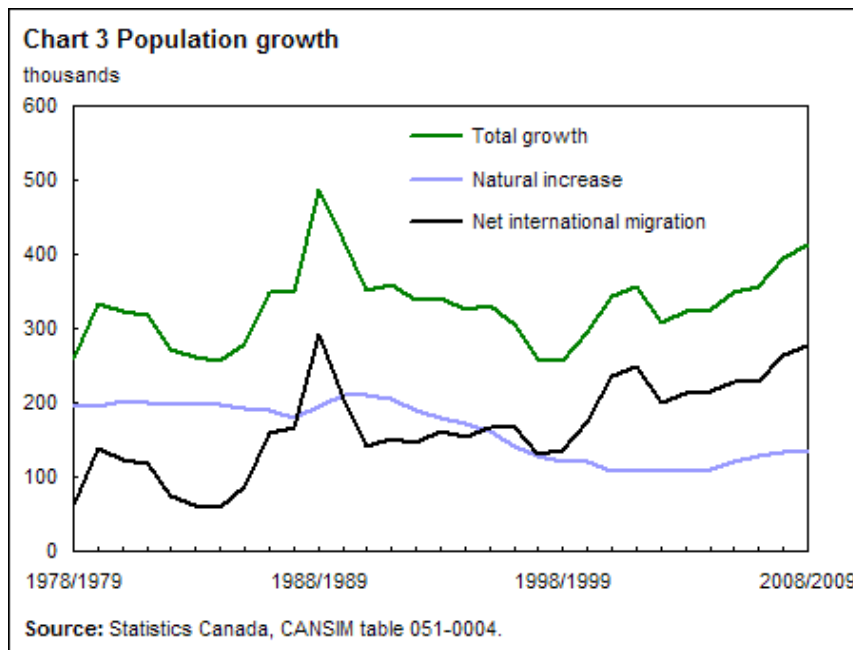
The largest number of pets are in form 7GI. There are 16 pets. The second largest number of pets are in form 7HK. There are 8 pets. So there are more than twice as many pets in form 7GI. The chart shows that there are only 2 pets in form 7CS and 3 in form 7VR.

### 3. Conclusion

So we can say that the most pets of Year 7 are in form 7GI and the least in form 7CS. There are more than 50 per cent of all the pets in one form – form 7GI.

## Population growth in Canada

This graph shows the growth of the population in Canada from 1978 to 2009. It is taken from the website about Statistics in Canada (Fig. 70).



**Fig. 70. Line chart**

There are three graphs in the chart. The green graph shows the total growth of the population, the black one deals with the migrated people in Canada and the blue graph shows the natural increase of the population. In 1988/89 there was an enormous growth. In the following years the total growth went down to about 250,000 in 1998/99. From that time on the Canadian population has been gradually growing again although the natural increase slows down. So we can say that the growth of the population in Canada is based on migration.

<https://www.englisch-hilfen.de/en/words/charts.htm>



## **HOMEWORK**

**Find some charts from the Internet and describe them as shown above.**

## Lesson 5

### Miscellaneous on Public Speaking

#### 1. Public speaking practice exercises

The top 10 to tuck into your toolkit!

---

Here's a collection of public speaking practice exercises covering the principal elements often requiring specific and sustained work. (Competency is an ongoing journey!)

The 10 aspects are:

- 1) breathing
- 2) vocal warm-ups for: face, jaw, lips, and throat
- 3) using video to become conscious of any habitual unhelpful gestures we may make as we present
- 4) recording ourselves to hear our voices as others hear us
- 5) eye contact
- 6) sounding real (becoming congruent)
- 7) speech rate
- 8) articulation
- 9) body language
- 10) planning to succeed

The exercises are simple, easily put into practice and will help you deliver your presentations more effectively.

Make them part of your regular preparation routine and you'll be delighted with the increased poise, confidence, and control you develop.

#### 1. Breathe!

The first of these public speaking practice exercises focuses on breath because in order to speak well, we need to breathe well and that means fully using the lungs.

Being anxious or nervous is often expressed through shallow breathing which in turn affects the voice. It pushes the tone up, reducing its range and effectiveness.

- Stand with your feet a comfortable shoulder width apart.
- Support the weight of your body through your hips and legs rather than locking your knees.
- Consciously release and relax your shoulders.

- If you're holding your stomach in, let it go.
- Place your hands on your stomach. When you are breathing well your hands will rise on an in-breath and fall on an out-breath.
- Breathe in through your nose to the count of 4. Count slowly: 1, 2, 3, 4. As you inhale feel your diaphragm, and see your hands, rising.
- Breathe out through your mouth to the count of 4 and now feel your diaphragm expanding and see your hands lowering.
- Do several rounds of inhale and exhale to a 4 count while making sure you keep your shoulders, stomach and legs relaxed.
- Once you have mastered the 4 count, increase it. Through regular practice you will soon be able to extend it for a 8 or even 10 count.

## 2. Hum, ha and yawn – vocal warm-ups.

Humming, "ha-a-a-ing" and yawning will help you relax and tune-up your vocal equipment. A double win!

Hum a single note, simple tune or a scale gently, making sure your lips and cheeks are relaxed. You'll feel the vibrations resonating through your face and throat.

To "ha" take in a full breath and on the release or out breath say "ha-a-a-a-a-a" gently until you run out of air. Make sure your mouth is open and relaxed. Repeat several times.

Yawning releases tension in the jaw and if you're at all anxious, this is a place you'll feel it. Let that tension go by opening your mouth and yawning widely without strain. Add sound. "Ahhh", "eeeeee" or "oooooo" – until all the air in your lungs is gone. Repeat until your throat and jaw are relaxed.

## 3. Mirror, mirror on the wall\*...

Many of us get anxious about what we look like to the audience when we're giving a speech. Others of us are not aware of habitual gestures we make.

Solve the problem by looking. Video yourself while presenting.

You'll see what you do and become aware of what you want to change. It can be quite an eye-opener!

\*A while ago the advice was to practice in front of a full-length mirror. A video camera is the modern version.

## 4. Recording yourself speaking.

What's the quality of your voice?

- Do you know what you sound like?
- What is your voice *doing* when you are speaking?
- How does it come across?
- Have you got any verbal mannerisms you are unaware of?

A recording will let you know. You'll hear those rising inflections at the ends of sentences, ums and ahs, and whether or not you're mumbling or racing your words.

Recording yourself allows you to hear yourself as others do and that's invaluable information. If you have a recorder, use it and if you have a video camera, better still. You can combine hearing and seeing yourself.

## 5. Eye contact in public speaking.

This exercise focuses on the question: who, exactly are you speaking to when you are delivering a speech?

It's customary, particularly in Western cultures, in an everyday conversation to make eye contact with the person we're speaking to.

It makes the conversation more meaningful for both parties. As the speaker, you feel you're being heard or listened to. As the listener, you feel you're being spoken to directly.

What happens when you give a speech to many people?

Making eye contact with members of your audience has the effect of making them feel as though you are talking to them personally. It's an acknowledgement, creating a bond for the duration of your speech, and beyond.

It works best when you spread your eye contact through the audience which means you'll meet the eyes briefly of a person in the front, then another on your right, someone on your left and then someone in the middle or back of the audience.

Practice meeting the eyes of one person for approximately 3 – 5 seconds, then another, and another, the next time you make a speech. You'll be amazed how much more connected to the audience you'll feel.

## 6. Sounding real or genuinely believable.

If you're saying, "I'm really happy to be here today," but sounding like, "I'm totally bored and can't wait to get off the stage," your speech is going to create conflict for the audience because your words are saying one thing while your tone or expression is saying another. They are contradicting each other – not aligned, or congruent, and

the people listening will be confused. Can they really trust or believe what you are saying?

### *Practice*

---

To practice conveying the meaning you intend in your words try experimenting by saying your opening sentences as if you were:

- happy, then bored, then sad, try angry, now bitter, then teasing, and now, cynical.

The idea is to really listen to how you say the words, how you fill them with meaning. Ideally, there'll be noticeable differences between them.

### *The happy – sad difference*

---

A happy person saying the same sentence as an unhappy one sounds different. The stresses or inflections they place on the words are different. They are spoken at a different rate and even, at a different pitch.

By playing with the way you deliver your words you'll develop more flexibility and with more flexibility you'll be more able to find the most appropriate way to express your words and have them interpreted in the way you intended.

## 7. Slowing speech rate.

### **How fast do you speak?**

A common response to feeling anxious about making a speech is to get faster and faster until the words are flying out of your mouth and become a blur in the ears of your listeners.

### **Curing fast through fear**

The best public speaking exercise to cure "*fast through fear*" is practice and a good way to do that is to consciously hear what you're saying by recording your speech.

Try saying at least a minute of it at varying speeds from very slow to very fast. Now listen to the result.

Which speed is more effective? What conveys your message and gives your audience time to hear and understand it?

Too much speed, or too little, will alienate listeners. The truth is that you need a flexible speaking rate, fitting the content (what you're saying) and the needs of the audience. Some parts of your speech will be slower and others will be faster.

More help with finding the best speech rate

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Click the link for more public speaking practice exercises to help you achieve a flexible speaking rate.

Do check this page too and give yourself the power of the pause. Understanding the power of silence and how to use it effectively will also help you bring a fast speech rate down as well as helping you to emphasize your main points clearly.

## 8. How to speak clearly – articulation.

If you are a mumble merchant, you'll have people constantly asking you to repeat yourself because they don't understand what you're saying. Blurring your words or running them together blocks communication.

To stop it you need to enunciate or articulate clearly. That means using the tip of the tongue, the teeth and the lips to shape the sounds of a word cleanly. This public speaking exercise, old fashioned tongue twisters, is designed to do just that.

Start slowly and carefully making sure each word is pronounced crisply and then practice going faster and faster. Here's a couple to begin with.

Red leather, yellow leather ...

Red lorry, yellow lorry...

You know New York,  
You need New York,  
You know you need unique New York.

You'll find a whole lot more tongue twister drills on this page of diction exercises. Each focuses on different sound or letter combinations. Choose the ones you know you need to practice and have fun with them!

## 9. Body language in public speaking.

In a speech, the words you say are only part of your total communication package. What makes up the rest of it is what you say non-verbally, with your body.

To be a more effective speaker the non-verbal communication, (what you do with your body while you are speaking), needs to actively complement your speech. In other words, they need to work together harmoniously!

To look confident, as well as sounding confident, practice standing tall, on both feet, in an "at ease" position. Let your shoulders relax and breathe fully.

You can practice standing tall anywhere – in a supermarket queue, at home or at work.

Feel the difference it makes. Become aware of how empowering it is to have your head held high, to have your shoulders relaxed, to be standing on both feet.

Once you know how good and strong that feels as soon as you catch yourself slumping or hunching your shoulders, you can easily reverse it.

## 10. Bring it on! Planning ahead for success.

**A competent speaker plans ahead.** They will have thought through as many possible angles of their presentation as they can. In doing so they will have identified the areas that could go wrong and will have taken steps to correct them before they can happen in reality.

### **So what could go side-ways in your presentation?**

Are the props you are planning to use suitable?

- Can everyone see them easily?
- If you hand them around while you are talking will that disrupt and distract from your speech?
- Would it be better to wait until you've finished?

Are you giving a power point presentation?

- Have you checked for power sockets?
- Is the lead you're planning to use long enough?
- Do you need to bring a screen?
- Who is going to set the equipment up for you? No one? Have you practiced doing that for yourself?

Have you checked all the gear in the room you're going to use? The microphone? The lights? The whiteboards? (Have you got markers?)

Do you know the name of the person who is going to introduce you and where you going to meet them before your talk?

Go through your entire speech presentation looking at it from a "what could go wrong" angle. For each possibility you discover, make a plan to meet it.

Thorough planning and preparation reduces the possibility of everything turning to chaos. Deciding to "wing it" increases it.

Click the link to get yourself a printable "bring-it-on" presentation checklist of items to consider and adapt it for your own use.

<https://www.write-out-loud.com/public-speaking-exercises.html>



**2. Here are some typical mistakes. Fill in a checklist if you make those mistakes**

**17 Public Speaking Mistakes guaranteed to put your audience into a coma**

- 17 – starting with an apology
- 16 – imitating Obama (or Thatcher or Churchill or some other famous public speaker)
- 15 – hiding behind a lectern
- 14 – using poor body language
- 13 – using PowerPoint just because it's there
- 12 – reading (not delivering) your speech
- 11 – using too many filler words
- 10 – distracting mannerisms
- 9 – using your phone for notes
- 8 – no eye contact with your audience
- 7 – making bad jokes
- 6 – getting off to a bad start
- 5 – showing no passion
- 4 – focusing too much on the facts
- 3 – having no purpose ("If you have nothing to say, say nothing!")
- 2 – going on for too long
- 1 – saying nothing much in particular

Most speeches and presentations are given just because they are expected or requested. The speechmakers stand up and speak for about 20 minutes and then sit down to muted applause (from those audience members that haven't already passed out from boredom).

[https://www.greatspeech.co/public-speaking-mistakes/?doing\\_wp\\_cron=1678345685.8257091045379638671875](https://www.greatspeech.co/public-speaking-mistakes/?doing_wp_cron=1678345685.8257091045379638671875)



## Lesson 6

### Test № 3

**Choose a topic to speak on and deliver a speech following the structure and needed infographics. Remember to speak not read.**

#### **Research and Public Speaking Topics Category:**

##### *Science*

1. Why humans should colonize mars?
2. When will AI exceed human performance?
3. What is the future of commercial space flight?
4. Should nanotechnology research continue?
5. Should we bring extinct species back from the dead?
6. Potential for super greenhouse effect on earth.
7. What is gene therapy? Could we use it to prevent diseases and conditions?
8. Why whales should not be hunted for food?
9. Stephen Hawking's contributions to science.
10. When will the next solar superflare hit earth?

##### *Self-development and Self-help topics*

1. How can you improve public speaking skills?
2. What leadership style is the most suitable for your personality?
3. How to get a fresh start after a break up/ divorce?
4. Why you should become a freelancer?
5. Why being lazy isn't always a bad thing?
6. What Richard Branson recommends to everyone to make everyday a success?
7. Why you should visit at least 5 countries by the time you're 30?
8. Gluten isn't bad for health.
9. Scientific evidence on why you shouldn't skip your breakfast.
10. Why success is often an extreme tolerance for failure (Jeff Bezos experience)?

##### *Society*

1. Do professional athletes make too much money?
2. Why your country should promote legal immigration?
3. Is it possible to eliminate poverty in every country in the world?
4. The internet should be free for everyone.
5. Why punishing children for bullying others isn't a solution.

6. The U.S. should encourage the spirit of volunteerism.
7. Society should make monopolies illegal.
8. Is our society too dependent on technology?
9. Why we need to support local businesses?
10. Cell phone use while driving should be banned in all U.S. states.

### ***Workplace***

1. How to spot a toxic employee?
2. Give 5 reasons why we should abolish tipping restaurant servers.
3. Why the minimum wage should be raised?
4. Top reasons why best employees invest in employee wellness programs.
5. The best ways to increase employee engagement for better performance.
6. Should age discrimination be a criminal offence?
7. All internships should be paid.
8. The minimum age for unsupervised driving should be raised to 18.
9. Older workers are protected from workplace discrimination.

### ***Controversial***

1. Airline passengers should sacrifice their privacy for the sake of flight safety.
2. Your government should promote conservation.
3. Your government should make animal testing illegal.
4. The use of the internet by teens should be limited.
5. The internet contributes to media bias.

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**Макарова** Татьяна Сергеевна, **Ключко** Константин Александрович

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Управление издательской деятельности  
Пермского государственного  
национального исследовательского университета  
614068, г. Пермь, ул. Букирева, 15  
Тел.: (342) 239-65-47