

# Dynamic Presentations

## Trainer's Notes

**Jeremy Day**

# Dynamic Presentations

## Trainer's Notes

### Introduction

Welcome to the **Dynamic Presentations Trainer's Notes**. In these notes you will find advice on the following:

- **Timing:** how long each module should take, to help you plan your schedule.
- **Group dynamics:** what to do if you have a very large group, an odd number of students or a single one-to-one student.
- **Resources:** how to make the most of the support resources available in the book and online.
- **Technology:** how to use technology (e.g. video cameras, the Internet) to enhance the course.
- **Feedback:** how to support trainees in their development as presenters.
- **Final thoughts:** my own advice to presenters.

### Timing

*Dynamic Presentations* has been designed to allow plenty of flexibility in terms of teaching times. Most modules (e.g. Module 1) contain two parts (e.g. 1A and 1B), but Module 8 contains four (8A, 8B, 8C and 8D). There are also two additional modules, *Preparing to present* at the beginning of the course and *Bringing it all together* at the end, making a total of 24 module parts.

It would be possible to cover each module part in a 45-minute session, giving a minimum course length of around 18–20 hours of input. However, it is vital that this input time should be balanced with plenty of opportunity for trainees to deliver presentations and to give and receive feedback on their presentation techniques (see **Feedback** on page 4), so an ideal course length would be at least 36 hours.

The suggestions for additional activities throughout the **Trainer's Notes** enable teachers to expand each module to 60 or even 90 minutes. These activities also provide additional flexibility: to help teachers shorten or lengthen input in order to stick to a timetable, if necessary.

One possible way of organising the course is as follows:

Session 1 (90 minutes)	<i>Preparing to present</i> (45 minutes)	Module part 1A (45 minutes)
Homework	Trainees prepare presentations based on input from Module part 1A	
Session 2 (90 minutes)	Trainees give presentations from Module part 1A; Feedback and analysis (45 minutes)	Module part 1B (45 minutes)
Homework	Trainees prepare presentations based on input from Module part 1B	
Session 3 (90 minutes)	Trainees give presentations from Module part 1B; Feedback and analysis (45 minutes)	Module part 2A (45 minutes)
.....	.....	.....
Session 23 (90 minutes)	Trainees give presentations from Module part 10B; Feedback and analysis (45 minutes)	<i>Bringing it all together</i> (45 minutes)
Homework	Trainees prepare presentations based on <i>Bringing it all together</i>	
Session 24 (90 minutes)	Trainees give presentations from <i>Bringing it all together</i> ; Feedback and analysis (90 minutes)	

Of course, this schedule will depend on the size of your group and the amount of time you have available.

It is not essential that you work through the modules in numerical order, but however you organise the course, you should begin with *Preparing to present* and Module 1.

## Group dynamics

With larger groups, it may not be possible for every trainee to give a presentation to the class and to receive detailed feedback during every session. In this case, trainees will sometimes have to present in smaller groups and give each other feedback. However, no matter how large your group, you will need to provide plenty of opportunities for each trainee to give presentations to the whole class and to receive detailed feedback.

If you have an odd number of students, most pairwork activities will work just as well in groups of three. Where activities are designed for pairs (e.g. information-exchange exercises and games), the **Trainer's Notes** provide specific guidance for adapting the activity to groups of three.

In one-to-one situations, you will occasionally have to play one of the roles in role plays or information-exchange activities. Where a role play has two different roles (e.g. presenter and audience), obviously your student should always be the presenter.

## Resources

A key part of this course is the extensive **Key and commentary**, which is much fuller than in traditional coursebooks. Some suggestions have been made in the **Trainer's Notes** for exploiting the *Key and commentary* as, say, a reading comprehension or discussion, but it is a good idea to make sure both you and your trainees read and discuss the *Key and commentary* for every exercise.

Note also the two CDs included with the course. Encourage trainees to listen to the recordings again at home and to practise the techniques they demonstrate. However, make sure they realise that by listening to recordings before they are covered in class, they may undermine the effectiveness of the lessons. For example, some sections may start with a brainstorm activity and then trainees listen to compare with their own ideas. If they have already listened at home, it may make them less creative in the brainstorm – they will produce the 'correct' answers, but not necessarily the most creative answers that they could otherwise come up with.

The same is true of the audio scripts, which should be analysed in class and re-read at home (perhaps while listening to the CDs), but which should not be read ahead of lessons.

The **Dynamic Presentations DVD** includes expert advice from the author Mark Powell together with extracts from business presentations to illustrate best practice. It systematically develops the presentation techniques you need to give an effective, professional and memorable performance. The DVD can be used in class to supplement the *Dynamic Presentations* book or as a self-study video in its own right. It is accompanied by free worksheets on the Cambridge website.

The course **website** ([www.cambridge.org/elt/dynamicpresentations](http://www.cambridge.org/elt/dynamicpresentations)) contains a large and growing bank of additional materials for both the book and the DVD, as well as feedback forms for each module.

## Technology

The course will work best if you have access to some or all of the following:

- a video camera, to record trainees' presentations. If you don't have access to video facilities, a cassette recorder or MP3 recorder would be useful. Recordings allow you to draw attention to very specific or subtle problems (or strengths), which you might otherwise miss. Seeing or hearing yourself present can be much more vivid and useful than simply receiving feedback. If you keep recordings from the beginning of the course, it will be possible to demonstrate clear progress, which can be hugely motivating for trainees.
- a means of playing back your recordings (e.g. a TV or data projector). Failing that, you could make copies of your recordings for trainees to watch at home.
- an internet connection, ideally with a data projector or interactive whiteboard. This will allow you to show online videos (e.g. from YouTube), which is a great way of illustrating the techniques from this book. If you don't have internet access, you could provide links so trainees watch the clips at home and you discuss them in your next face-to-face session.

## Feedback

This is a crucial part of the course. It can be difficult to give feedback, especially to weaker presenters, but trainers need to get this part of the course right. If feedback is too positive, it doesn't help trainees improve. If it is too negative, it can be demotivating and may add to trainees' stress levels. For this reason, the feedback forms from the website ([www.cambridge.org/elt/dynamicpresentations](http://www.cambridge.org/elt/dynamicpresentations)) should always be used, as they allow you to focus on the target language and techniques as objectively as possible.

A simple but effective way of giving feedback is to 'sandwich' the criticism between positive feedback (e.g. *Your delivery was really fluent and I loved your visuals. You did tend to speak a bit too fast in places, especially around the middle, and that's something you need to work on. But, overall, I think you're really improving and I'm looking forward to seeing your next presentation.*) Criticism always needs to be constructive: discuss with the trainee (and perhaps the whole class) how they can overcome the problem in future.

Peer feedback is also very useful: trainees comment on each other's presentations. Again, this can be difficult to do sensitively, and you will need to manage such sessions carefully to avoid unpleasant situations, but it can be extremely useful for both the presenter and the person giving feedback.

The online feedback forms should be used for peer feedback, as they allow both the presenter and the audience to focus on the target language and techniques. For this reason, before any presentation, make sure every trainee has enough copies of the feedback form for all the presentations they will watch, and that they know exactly how to fill the form in. Afterwards, they use the feedback forms to offer feedback to each other. Note that the score out of ten can be separated from the main form. This allows several options, for example:

- Audience members give oral feedback based on the forms, but only pass the score out of ten to the speaker.
- Audience members give written feedback to the speakers, and pass the score out of ten to you for your reference only. Make sure the speaker's name and date is always recorded. This will allow you to keep records, to measure improvements and to provide delicate feedback where appropriate.

If you have video or audio recording facilities, feedback can be extremely detailed. This may be rather time-consuming, especially if you have a large class, but is well worth doing from time to time. With larger classes, you could show and analyse only selected highlights from recorded presentations in class.

## Final thoughts

Presenting is never easy, and presenting in a foreign language can be a highly stressful experience. But it gets much easier with practice and experience. The best lesson I have ever learnt about presenting is that the second time you deliver a particular presentation is always better than the first, and the third time is better again. You learn what works and what doesn't, and you adapt your presentation accordingly. This is why experienced or professional presenters sound so impressive: they have often delivered the same speech (or similar ones) many times before. I have also learnt to bring two things to every presentation: a large bottle of water (because there is nothing worse than a dry throat during a presentation) and a clicker (a small remote control device that allows you to change slides without approaching the computer). Having a clicker in a presentation is like the difference between walking and flying. Finally, there is no substitute for preparation and technique: if you and your trainees follow the advice in *Dynamic Presentations*, you will be much more confident, professional and convincing. Good luck.

**Jeremy Day**

# Dynamic Presentations

## Trainer's Notes

### Preparing to present

Use your first session to get to know your trainees and to focus on their experiences as a presenter, their needs and their expectations from the course. Ideally, you should also do this with each trainee individually before the course, but it is still worth using this first session to help your trainees get to know each other, and to identify shared needs. It is vital that trainees know and trust each other, as they will have to give many presentations during the course and also give feedback on each other's skills.

#### Extension activity

Tell each trainee to prepare a short presentation about themselves for the next input session: their work, their interests, their plans for the future, their needs, their experiences with presentations, etc. This could take the form of a Pecha Kucha (see [http://en.wikipedia.org/wiki/Pecha\\_Kucha](http://en.wikipedia.org/wiki/Pecha_Kucha) for details), where each presenter has 20 slides and the slides change automatically after 20 seconds. Pecha Kuchas (PKs) are usually very funny and entertaining, although they can be extremely stressful for the presenter. As this will be your trainees' first presentation, treat it as a way to break the ice, to get to know each other and to have a go at giving a presentation, and avoid giving any critical feedback. You could also give a PK about yourself in the first session to give your trainees some ideas.

#### Quote

Elicit from the class why the skill of presenting is so important in the world of international business. After a brief discussion, trainees read the quote to compare it with their ideas. When you discuss the quote with the class, discuss also why it is easy to lose sight of the importance of presenting skills and some differences between competent presentations and great presentations.

#### Suggested answers

Presenting is important because it will help you stand out; it is especially important the further you go in your career, so it is good to get plenty of practice as early as possible; speaking in public is the situation where you will have the greatest impact. It is easy to lose sight of this because we communicate very often in writing via email and social networking sites, where we have time to polish our written language. Competent presentations are good enough (e.g. to keep the audience from getting bored, to communicate an essential message) but a great presentation is better than expected, and will leave a deep and lasting impression on audiences.

Show the class the different elements of the course, as described in the paragraph 'Welcome to Dynamic Presentations'. If you have internet access in your training room, use this opportunity to demonstrate some of the online resources. If you will have access to a video camera during the course, explain how you will use it to record and analyse trainees' presentations. Point out that for the course to be as effective as possible there needs to be a balance between input (advice from the book, etc.) and output (practice of preparing and giving presentations) with analysis and feedback.

## The secret of successful presentations

Elicit from the class the three aspects of being an excellent presenter. Students then read the text to check and to find phrases which refer to each aspect.

### Possible answers



Preparation (e.g. *what to put in and what to leave out*)

Passion (*fired up, confident, connect with your audience, how you made them feel*)

Performance (e.g. *when to stick to your plan and when to depart from it, an ear for how you use your voice, effective body language, handling any question your audience might throw at you*)

Discuss with the class which of the phrases from above relate to: (a) easy things; (b) challenging things; (c) vital skills.

### Extension activity

Draw trainees' attention to the three types of presentations mentioned in the first paragraph (pitching one on one to a client; talking a small group of colleagues through the latest quarterlies; giving the keynote speech at a conference). Students discuss in pairs which of the three types of presentation they have done or will need to do, and which they would find the most stressful to do in their language or in English.

## Presenting and you

Tell the trainees to cover the right-hand column. They work in pairs to discuss the ten statements – which statements are true for them, and ways of overcoming the problems. When they have finished, discuss the questions as a class, using the advice in the right-hand column to guide your discussion.

### Extension activity

Keep a record of trainees' answers to the questionnaire, in order to measure progress when you reach the end of the course. It can be very motivating for trainees to realise that they can do something at the end of the course that they were unable to do at the beginning.

# Dynamic Presentations

## Trainer's Notes

### 1A Opening and closing

#### Quotes

Trainees read the two quotes to identify what they have in common. Discuss with the class whether they agree with the opinions in the quotes, and if they know any techniques for making the opening and closing of a presentation as memorable as possible.

#### Answer



They both say that opening and closing are the most important parts of a presentation.

- 1 Tell trainees to discuss the question in pairs, including examples from their own experience of giving or watching presentations, and then open up the discussion to include the whole class.
- 2 Tell trainees to work in pairs to work out what A, B, C and D stand for.

#### Extension activity

When you discuss the answers with the class, elicit examples of things to say at each stage, and whether the four stages need to be in the same order (i.e. A, B, C and then D).

#### Suggested answers



For useful phrases, see following sections. There is no reason why the four stages must be in this order. For example, it may be possible to merge two of the stages (e.g. A and B or A and C). However, A–B–C–D is probably the most logical and powerful order.

- 3 Trainees work in pairs to complete the exercise and then feed back to the class.

#### Extension activity

Trainees work in pairs to underline phrases from the extracts that they could use in their own presentations. They then take turns to make a powerful introduction to a presentation using the phrases and their own ideas. They should invent facts to make their introductions light-hearted. Ask some volunteers to repeat their presentations to the whole class.

#### Possible answer




(Useful phrases underlined) In the five minutes it will take me to give this presentation, 45 species of insect will become extinct. By the end of this presentation, you'll know how to make a real difference in the lives of those insects. In my 30 years as a professor of biology, I've learnt quite a bit about insects. My presentation today is in four main parts. Feel free to interrupt as we go along.

- 4 Elicit from the class as many ways of grabbing an audience's attention as they can think of, and write their ideas on the board. Trainees then look at the mind map on page 7 to see if it includes the same ideas. Trainees work in pairs to complete the mind map, adding any additional ideas they had.

### Extension activity

Elicit from the class examples of websites (or search terms) for finding each of the items on the mind map. Make a list of useful sites on the board, and encourage trainees to explore the sites at home and to find examples of items that they could use in presentations. The ideas below will get you started, but there are thousands more such sites. In the next session, ask some volunteers to present what they found on the Internet.


- Photographs: <http://search.creativecommons.org/>
- Cartoons: <http://www.cartoonstock.com/>
- Puzzles: Lateral thinking problems: <http://www.folj.com/lateral/>;
- Brain teasers: <http://www.free-puzzles.net/brain-teasers/index.php>
- Quotes: <http://www.quotationspage.com/>
- Facts: <http://www.greatfacts.com/>
- News headlines: <http://news.google.co.uk>
- Jokes: <http://www.cleanjoke.com/>
- Popular myths: [http://en.wikipedia.org/wiki/List\\_of\\_common\\_misconceptions](http://en.wikipedia.org/wiki/List_of_common_misconceptions)

- 5  1.02 Tell trainees to read through the questions to make sure they know what they are listening for. Then play the recording. Trainees discuss the answers in pairs and then feed back to the class.

### Background notes

- Extract 1: For more on the dispute between **Apple Computers and Apple Corps**, see [http://en.wikipedia.org/wiki/Apple\\_Corps\\_v.\\_Apple\\_Computer](http://en.wikipedia.org/wiki/Apple_Corps_v._Apple_Computer). For more on the dispute over the **Budweiser** name, see <http://www1.american.edu/ted/budweis.htm>.
- Extract 2: In non-technical language, the term **merger** is often interpreted as a combination of two companies to form a new entity. However, strictly speaking this is more accurately described as a consolidation. A merger involves one company taking over another company, as in the examples with Pfizer and Cisco in the extract.
- Extract 5: **Cash flow** refers to the amount of money going into and out of a company in a given period. Many businesses struggle with cash flow, typically when their income is due to arrive at some future date but their costs must be paid immediately. **Sales conversion** refers to the proportion of potential sales (e.g. visitors to a website, viewers of an advert) which turn into actual sales.

### Extension activity

 1.02 Play the recording a second time. Tell trainees to read the audio script on page 52 as they listen and to underline useful phrases that they could use in their own presentations. Afterwards, discuss the useful phrases with the class. (See the next Extension activity for some examples of useful phrases.)

You could also ask five volunteers to read aloud one of the openings each. They should try to use pauses and intonation to make their openings as powerful as possible. (Note that there will be specific guidance on this later in the course, but it is still useful to practise at this stage.)

- 6 Trainees discuss the question in pairs and then feed back to the class.
- 7 Trainees complete the exercise in pairs and then feed back to the class.



### Extension activity

Trainees cover the sentences a–h, so they can only see the words in the box. In pairs, they use these words to try to remember the whole sentences.

You could also write some more extracts from the openings onto the board, with one word gapped in each extract (see below for examples of extracts and words to gap).

Trainees repeat exercise 7 and the extension activity for the new extracts.

- 1 Today, I want to [talk] to you about ...
- 2 In fact, we're [repeatedly] told that ...
- 3 But that's the [thing].
- 4 When you ..., it's a different [story], particularly in ... industries like yours.
- 5 [Take] pharmaceuticals.
- 6 Well, let's [put] it this way.
- 7 I'd like to talk to you this [morning] about ...
- 8 So, to [start] off, ...
- 9 The system I'm going to [show] you today means that ...
- 10 OK, we're talking today about what it [means] to ...
- 11 [As] small business owners, you know ...
- 12 [According] to the latest survey, there are now over ...

- 8 Trainees can prepare their presentations as a homework task or in class. If you prefer, they could work in pairs to prepare their presentations. Allow plenty of time for trainees to prepare and practise their presentations. When the presentations are ready, they should take turns to give their presentations to the class. [With larger classes, get trainees to give presentations to each other in small groups. The groups then choose the best presentation, which will be repeated for the whole class.] Ideally, you should record some presentations on video in order to analyse them with the whole class. Give and elicit feedback on the presentations, focusing especially on the language from this unit.

### Extension activity

If trainees are not sure what topics to choose for their presentations, write letters of the alphabet onto the board, one letter for each trainee (e.g. A–J for a group of 10 trainees). Elicit a word beginning with each letter from the class, to serve as presentation topics (e.g. ants, beds, cricket, destiny ...). Assign one topic to each trainee. The challenge for trainees is to find amazing facts, quotes, myths, etc., about their allocated topic.

# Dynamic Presentations

## Trainer's Notes

### 1B Opening and closing

#### Quote

Elicit from the class some adjectives to describe a successful presentation closing and write them up on the board. Trainees then read the quote to compare Sonya Hamlin's list with their own. Ask trainees to work in pairs to discuss what Sonya Hamlin's five adjectives mean in the context of presentations and then feed back to the class.

#### Suggested answers



- Eloquent: strong and memorable in terms of style, almost poetic
- Meaningful: not an empty slogan, but something useful, practical and concrete
- Touching: emotionally powerful, e.g. uplifting, motivating, humbling
- Accurate: truthful, based on evidence
- Wise: going beyond common sense, telling the audience something they didn't already know

- 1 Trainees discuss the question in pairs and then feed back to the class.

#### Extension activity

Elicit whether it is only the last few lines that should be memorised, and how it is possible to deliver those lines 'eye to eye' if there is a large audience.

#### Suggested answers



- It is also a good idea to memorise the opening lines, as well as other key messages. However, a presentation that has been memorised from beginning to end is likely to sound rather unnatural.
- Eye contact is important throughout a presentation – not just looking out at a sea of faces, but focusing on individual members of the audience and allowing your gaze to linger for over a second. This can be particularly effective at the end of a presentation, where a three- or four-second pause during the final lines can allow the speaker to make direct eye contact with several people.

- 2 1.03 Discuss the four techniques with the class before you listen. Elicit examples of each. Then play the recording. Afterwards, trainees discuss in pairs which technique was used by which speaker, and how exactly they used the techniques.

### Background notes

- Extract 2: The examples of brand-stretching are all true stories. See <http://brandfailures.blogspot.com/2006/11/extension-brand-failures-harley.html> for the story of Harley Davidson perfume. The same blog also has articles on the other brand failures mentioned in the talk. See for example: <http://brandfailures.blogspot.com/search/label/Culture%20failures> and <http://brandfailures.blogspot.com/search/label/PR%20failures>.
- Extract 3: In sales, a lead is a potential sale that needs to be followed up, e.g. by a phone call or visit from a salesperson. A **cold lead** is a lead where the potential customer is not expecting to be contacted. Salespeople may spend hours cold-calling – making hundreds of phone calls to cold leads in the hope that a fraction of them will turn into sales.

### Extension activity

Tell trainees to look at the audio script on page 52. Use these prompts to generate a class discussion.

- **Extract 1:** Who do you think 'we' and 'you' are? (**Answer:** 'We' may be the management board, 'you' could be line managers.) How does the speaker emphasise his dependence on his audience? (**Answer:** With verbs like *need* and *count on*, and by stressing what would happen without the audience's support.)
- **Extract 2:** How does the speaker signal that the presentation is ending? (**Answer:** *I'm going to break off in a moment*.) What tenses does she use to go over the main points again? (**Answer:** Present perfect for general statements [*We've spoken about ...; We've looked at ...*] and past simple for listing individual points [*First, we looked at ...*]). What phrase does the speaker use to show how all the examples reinforce the same message? (**Answer:** *But behind each of these spectacular failures was ...*).
- **Extract 3:** How does the speaker show that he knows how the members of audience feel while they are doing their jobs? (**Answer:** *You know, I've been where you are now*). How does the speaker introduce a contrast between his experience and the audience's experience? (**Answer:** *In my day it was easier; it was just a question of ...; but the business was ...; Today, you have to ...*). What do you notice about the length of the speaker's sentences? (**Answer:** They are usually very short, with only one idea per sentence. Where longer sentences are used, they are linked with simple words like *but* and *for* (= *because*).
- **Extract 4:** How does the speaker make sure the audience knows that the quote is continuing? (**Answer:** *He said*). How does the speaker show that he agrees with the quote? (**Answer:** *Well said*.) How does the speaker relate the quote to his audience's needs? (**Answer:** *... if we want to be part of the one percent ...*).

3 Trainees discuss the question in pairs and then feed back to the class.

4 Trainees work in pairs to complete the exercise and then feed back to the class.

### Extension activity

Elicit from the class how each unfinished fragment could continue. They could also test each other in pairs by reading the first half of an expression to elicit the ending from their partner.

**Possible answers**

- b** I'm reminded of the words of George Bernard Shaw, who said that 'I am the most spontaneous speaker in the world because every word, every gesture and every retort has been carefully rehearsed.'
- c** Now let's get out there and sell some washing machines!
- d** If you take just one thing from this talk, take this thought.
- f** Here, at a glance, are the main points I've made this morning.
- h** I'm counting on you to take this project forward.
- i** We have a saying where I come from, that you will not get a second chance to make a first impression.
- k** In a nutshell, then, it's been a terrible year.
- l** In the famous words of Dale Carnegie, 'Don't spend ten minutes or ten hours preparing your talk; spend ten weeks or ten months. Better still, spend ten years.'
- m** So next time you buy a pair of shoes, remember to look at the stitching.

- 5 Tell trainees to read the quote and discuss the question in pairs.

**Extension activity**

Elicit from the class why the word *summarise* is so problematic – is it the word itself or the process of summarising? Elicit other ways of introducing a summary.

**Suggested answers**

The problem is mainly the process, which tends to be boring and predictable, especially if nothing new is said. The word *summary* seems to reinforce this image, more so than *conclusion*, which implies something new. Other ways of introducing a summary: *So where's this all leading?; I'd like now to bring everything together; All in all, ...; To sum up, ...; To recap, ...; In conclusion, ...; By way of conclusion, ...).*

**Background note**

Andy Bounds' podcasts are available from his website:  
<http://www.andybounds.com/downloads#podcasts>.

- 6 1.04 Play the recording and tell trainees to read and listen. Afterwards, elicit some feedback on the summary. Tell trainees to work in pairs to think of a product and to plan and deliver a similar summary. Point out that this is just an exercise – they do not actually have to be passionate about their chosen product in real life, but simply to create that impression in their presentations. Allow them to invent any facts necessary for the presentations. Afterwards, ask for volunteers to read their summaries to the class.

**Extension activity**

You could give trainees some inspiration for these presentations by providing some 'top ten' lists and articles from the Internet (e.g. the top ten brands of 2010: <http://www.toptenz.net/top-10-company-brands.php>).

- 7 1.05 Before you listen, elicit from the class what 'The Loop' might be. Play the recording. Trainees discuss the answer briefly in pairs before feeding back to the class.

**Extension activity**

Trainees listen again, this time with the audio script on page 53, to underline useful phrases for 'The Loop'.

**Answers**

- As we go through this morning, I'd like you to be asking yourselves a question.
- Well, we'll come back to that later ...
- ... I started my presentation by asking you all a question.
- Now, I'm going to answer that question.

- 8 Trainees work in pairs to plan their presentations. Refer them to page 78 and make sure they understand the instructions and realise there are plenty of detailed product ideas there.

Alternatively, set this as a homework task. It might be useful to let trainees see the feedback forms on the website at this stage, as this will help them to prioritise.

**If you have an odd number of trainees**

You could ask some or all trainees to prepare both the opening and closing of their presentations.

When the presentations are ready, make sure every trainee has enough copies of the feedback form for all the presentations they will watch, and that they know exactly how to fill the form in. Trainees then take turns to deliver their presentations and to complete the feedback forms for the other trainees.

Afterwards, they use the feedback forms to offer feedback to each other. Note that the score out of 10 can be separated from the main form. This allows several options, for example:

- Audience members give oral feedback based on the forms, but only pass the score out of ten to the speaker.
- Audience members give written feedback to the speakers, and pass the score out of ten to you for your reference only.

Make sure the speaker's name and date is always recorded. This will allow you to keep records, to measure improvements and to provide delicate feedback where appropriate.

# Dynamic Presentations

## Trainer's Notes

### 2A Smooth structure

#### Quote

Elicit from the class ways in which a presentation might be like a journey. Trainees then read the quote to compare it with their ideas. When you go through the answers with the class, use these questions to prompt further discussion:

- 1 Why is it important to explain how we're moving along? What would happen if we didn't?
- 2 What's wrong with asking 'Any questions?' at the end of a presentation?
- 3 Why is it important to reiterate (= repeat, paraphrase) key points at the end?

#### Suggested answers



- 1 The audience needs to see how the current topic is relevant to the bigger picture of the whole presentation. Without this, the speaker will get lost and bored, or will see the presentation as simply a series of unrelated sections.
- 2 The audience will suddenly find out that the presentation has ended. There is nothing wrong with asking for questions, but this needs to be part of a powerful ending.
- 3 To make them stick in the audience's minds.

- 1 Trainees discuss the question in pairs and then feed back to the class.
- 2 Trainees complete the exercise in pairs and then feed back to the class.

#### Extension activity 1

While trainees are completing the exercise, draw the diagram (only the arrows) onto the board. Then tell trainees to close their books to remember the useful phrases for each section.

#### Extension activity 2

Elicit from the class why the verb is sometimes in the infinitive (with or without *to*) and sometimes in the *-ing* form.

#### Suggested answers



We always use the *-ing* form after prepositions (e.g. ... *start off by outlining ...*; *In closing, ...*).

We always use the infinitive after *Let's* (e.g. *Let's move on ...*).

We can use either a *to*-infinitive or an *-ing* form by itself as a signpost (e.g. *To digress, ...*; *Going back to ...*). In general, the *to*-infinitive is more useful – it is never incorrect (e.g. we could say *To go back ...*; *To turn for a moment to ...*; *To give an example, ...*; *To repeat what I said earlier, ...*; etc.). As a signpost, the *-ing* form only works with a small number of verbs (e.g. *Turning to ...*; *Going back to ...*; *Moving on to ...*) and would be incorrect or unnatural in most other cases (e.g. *Digressing, ...*; *Repeating what I said earlier ...*; etc.).

- 3 Elicit from the class the advantages and disadvantages of referring to points you made earlier and mentioning what you'll be talking about next. Trainees then read the introduction and the quote to see if they mention the same ideas.

### Suggested answers



Referring to earlier points:

- Advantages: shows coherence; strengthens your arguments
- Disadvantages: may be repetitive

Mentioning what you'll talk about next:

- Advantages: builds anticipation; if you and your audience know where you are going, you have a chance of getting there
- Disadvantages: can lead to confusion; may undermine element of surprise

Trainees complete the exercise alone and check with the class.

### Extension activity

Elicit from the class how the ten extracts could continue.

### Possible answers



- Earlier we saw how important it is to have a smooth structure.
- This leads us on to the question of how to make the structure smooth.
- As you'll recall, a presentation is like a journey.
- Later we'll see how a presentation is also like a tree.
- You'll remember I mentioned at the beginning how important it is to have a smooth structure.
- So, the next question is: how can I keep my audience with me?
- As we discussed, there's nothing worse than not knowing where you're going.
- This brings us on to the question of signposting.
- This goes back to the question of signposting that I mentioned at the beginning.
- By the end of this talk, you'll know exactly how to make your structure as smooth as silk.

- 4 1.06 Trainees work in pairs to complete the exercise and then listen to check their answers. Go through the answers with the class to deal with any problems.

### Extension activity 1

Trainees cover the right-hand column and test each other in pairs by reading the left-hand column to elicit the continuation from their partner.

### Extension activity 2

Elicit from the class more ways of showing the same relationships.

**Suggested answers**

cause → effect: X happened, **leading to** Y; X happened, **resulting in** Y; X happened **so** Y happened; X happened **and as a result**, Y happened

effect → cause: X happened **because** Y happened; X happened **because of** Y; X **resulted from** Y

action → purpose: We did X **because we wanted to** do Y; We did X **so as to** do Y; We did X **with the aim / intention of** doing Y

point → contrast: We expected X, **but in fact** Y happened; **Despite** X, Y **still** happened; X happened, **but on the other hand**, Y also happened

point → addition: **Not only** did X happen **but** Y **also** happened; X happened and, **what's more**, Y **also** happened

point → specification: We did X, **or to be more precise**, X1; We did X, **specifically** X1

- 5 Make sure trainees read all the instructions on page 79 carefully. You can check this by asking comprehension questions (e.g. Why are the squares different colours? How can you lose a point? What is the objective of the game? What should your presentation be about? What should you do once you've played the game once?).

Trainees work in pairs to play the game. Offer support if they struggle to think of the correct thing to say.

**If you have an odd number of trainees**

The game will work just as well in groups of three, with each trainee taking turns to present one of the squares.

**Extension activity**

Once trainees have played the game a few times, ask some volunteers to go through the whole presentation (or as much as they can) from memory.



# Dynamic Presentations

## Trainer's Notes

### 2B Smooth structure

#### Quote

Read the quote aloud and elicit from the class what Aristotle meant by 'the various parts'.

#### Suggested answer



It is likely he was looking beyond obvious parts like opening, main body and closing, and instead focusing on the sections that make up the main body – how to sequence ideas to build up to form a coherent whole.

- 1 Trainees discuss the question in pairs and then feed back to the class.
- 2 Trainees discuss the types of presentation in pairs. Note that they will be expected to write and give this presentation later in the lesson, so they need to choose carefully. Point out that there is plenty of guidance for these 12 presentation types in the module, so when deciding whether to choose one of these or one of their own ideas, trainees will need to balance the need for the presentation to fit exactly with their needs and experiences against the level of support they can get.

#### Language note

You may need to check trainees understand the concepts of *troubleshooting* and *pitching*. *Troubleshooting* is a way of finding a solution to a problem by checking various ideas one by one. In a presentation, this technique could be used to explain why solution X is the only/best solution. *Pitching* is a sales technique, and involves describing a product, service, idea, request, etc. with the aim of persuading someone to buy it, literally or metaphorically. For more on pitching, see [http://en.wikipedia.org/wiki/Sales\\_pitch](http://en.wikipedia.org/wiki/Sales_pitch).

#### Extension activity

Trainees close their books and work in pairs to discuss what the parts might be in their chosen presentation types. Note that they will do this again in exercise 3, but this is a chance to discuss the presentations more openly, without the list of parts provided there. Afterwards, go through some ideas with the class.

- 3 Trainees work in pairs to complete the exercise. Point out again that they are planning an actual presentation that they will have to give later, so they will need to keep notes of their plan.

### Language note

You may need to check trainees have correctly understood the words with several meanings (*competition*, *issue* and *present*).


- In this context, **competition** refers to competitors – rival companies in the same market.
- **Issue** is a more general word than *problem* and covers all things that must be dealt with.
- **Present** here is simply used to contrast with *past* and *future*.

You could also check the difference between *aims* and *targets*.

- **Aims** are more general statements of what you want to achieve (e.g. I aim to lose weight).
- **Targets** are measurable and time-bound (e.g. I will lose five kilos by the beginning of June).

### Extension activity

Trainees could also decide which parts might be suitable for other types of presentations. They could also discuss which parts form natural pairs or sets of three (e.g. main features → key benefits; competition → us; past → present → future; costs → key benefits; threat → opportunity; recommendations → potential objections; plan → issue; issue → causes; etc.)

- 4  **1.07** Trainees listen to the recording to connect the parts of the presentations. After listening, they discuss their answers in pairs, including as much as they can remember about each stage in the presentations – what the task involved, what the myth was, etc. Finally, discuss the answers with the class.
- 5 Trainees look at the audio script on page 53 to underline the phrases the speaker used to introduce each part. You could play the recording a second time while they are searching. When they have found the phrases, check the answers with the class.

### Extension activity

Trainees work in pairs to analyse the sub-structure of one of the presentations, i.e. the sentence-by-sentence structure of each separate part. They should also find examples of powerful techniques that the speaker used. When they have finished, go through the answers with the class.

As a follow-up, you could ask trainees to re-tell one of the presentations to a partner, using only the sub-sections and useful phrases to help them remember.



### Possible answers

#### Speaker 1

- Proverb: a) state proverb; b) relate proverb to topic of presentation
- Popular myth: a) first popular myth; b) related popular myth
- Data: a) one-word demolition of myth; b) general statement; c) putting general statement in context; d) data from a specific study.
- Actual fact: a) conclusion; b) implications

#### Speaker 2

- Audience task: a) task; b) reaction to task
- Product features: a) introduction to product; b) feature 1; c) feature 2; d) feature 3
- Customer benefits: a) benefit 1; b) benefit 2
- Comparison: a) rhetorical question; b) comparison 1; c) comparison 2; d) powerful conclusion

#### Speaker 3

- Surprising statistic: a) thought-provoking introductory statement; b) statistic; c) repetition of statistic; d) comment and contextualisation of statistic; e) relating statistic to topic of presentation
- Threat: a) general statement of bad situation; b) general analysis of trends and threat; c) how the threat affects us
- Opportunity: a) rhetorical question; b) positive statement to build anticipation; c) general statement of opportunity; d) focusing the opportunity on our company
- Action: a) practical, concrete actions; b) inspirational vision.

#### Techniques include:

- One-word statements (Wrong.)
- Simple linking words (And ...; So ...)
- Parallel structures (It doesn't mean ...; It simply means ...)
- Introductory 'what' (What this means is ...)
- Rhetorical questions with answers (So how does it measure up ...?; Does this cloud have a silver lining?)
- Repetition with pausing (Three ... hundred ... billion.)

- 6 Trainees work in pairs to complete the exercise and then feed back to the class.

### Extension activity

Trainees test each other in pairs by reading one of the expressions to elicit the correct label. (Note that the hidden aim here is actually to focus attention on and practise saying the phrases, not the labels.) After a few minutes, they can reverse the process by reading one of the labels aloud to elicit from their partner as many expressions as possible.

You can also encourage trainees to create their own banks of useful expressions like these in their notebooks. They should allow plenty of space to write (e.g. one blank page per label) and add expressions when they find them in the audio scripts or in real-life presentations.

- 7 1.08 Before you play the recording, tell trainees to work in pairs to guess what the missing words might be. Point out that the first letter of each word has been given. You can also elicit patterns in the grammar structures used in slides 2 and 3 (i.e. the three problems in slide 2 are all noun phrases while the three options in slide 3 are all imperatives). Play the recording for trainees to complete the exercise. Allow them to check with a partner before going through the answers with the class.

### Extension activity

Tell trainees to read the audio script on page 53 while they listen to the presentation again. Tell them to think of a section label for each paragraph in the audio script, and to underline useful phrases for each label. Allow them to compare their answers with a partner before checking with the class. Encourage them to add the useful expressions to their notebooks, ideally in banks like the ones on page 13.

As a follow-up, you could ask trainees to re-tell part of the presentation to a partner, using only the section labels and useful phrases to help them remember.

### Suggested answers



**Para 1: Attention getter / wisdom:** I read an article ... the other day entitled: ...; The writer, ..., seemed to think ...; And I agree with him.; I think we sometimes lose sight of that.

**Para 2: Problems:** As you know, over the last ... we've been having problems with ...; Basically, the main difficulty has been ...; Another related problem, I think, has been a certain ...; ... has also compounded the problem.; We're simply not ...; And we need to fix that.

**Para 3: Options:** So what are the options?; Well, one option would simply be to ...; Another alternative would be to ...; Most ambitiously, it's been suggested that we should ...

**Para 4: Evaluating options:** Because of ..., I think we can eliminate that ... option right away; And we don't think simply ... is going to address the real problem; So we can rule out that option as well; In our view, our best option is to ...; But what will this involve?

**Para 5: Recommendations/priorities:** Well, our first priority is to ...; Once we've sorted that out, then we can decide ...; And, finally, what's needed is to ...; Let's look at these in more detail ...

- 8 Tell trainees to turn to page 80 to find out exactly what they have to do. Point out that the easiest way to approach this task is to choose one of the templates listed under **possible stages**, ideally the same one they discussed in exercises 2 and 3. Point out also that the presentations could be very serious or funny. If some trainees are struggling to think of a context for their presentations, use the **instant scenario** technique below. It might be useful to let trainees see the feedback forms at this stage, as this will help them to prioritise. Once you are sure all trainees have a clear understanding of the task, they could plan their presentations either alone or in pairs, in class or at home.

### Extension activity: Instant scenarios

Use this technique whenever trainees are struggling to find a context for a presentation (or a role play, etc.). With the whole class, elicit the name of a product or service and write the first idea onto the board (e.g. paint). Elicit what the company's USP (unique selling point) is for that product or service (e.g. the paint is invisible) and write that onto the board. Continue eliciting details about the company and its product/service (e.g. its name, its country, its plans for the future, its competitors, the problems it is facing, etc.) until you have built up a complete and (hopefully) humorous context for the presentations.

You can also create instant scenarios like this in small groups, where each group creates a scenario for another group's presentations.

When the presentations are ready, make sure every trainee has enough copies of the feedback form for all the presentations they will watch, and that they know exactly how to fill it in. Trainees then take turns to deliver their presentations and to complete the feedback forms for the other trainees.

Afterwards, they use the feedback forms to offer feedback to each other. Note that the score out of 10 can be separated from the main form. This allows several options, for example:

- Audience members give oral feedback based on the forms, but only pass the score out of ten to the speaker.
- Audience members give written feedback to the speakers, and pass the score out of ten to you for your reference only.

Make sure the speaker's name and date is always recorded. This will allow you to keep records, to measure improvements and to provide delicate feedback where appropriate.

# Dynamic Presentations


## Trainer's Notes

### 3A Voice power

#### Quote

Tell trainees to read the three quotes to find the odd one out.

#### Answer

Cicero, because his quote is about delivery in general. The other two quotes deal specifically with pauses. 



#### Background information

According to [http://en.wikipedia.org/wiki/Gerry\\_Spence](http://en.wikipedia.org/wiki/Gerry_Spence), Gerry Spence did not lose a criminal case with a trial by jury in the over 50 years he practised law.

- 1 Trainees discuss the four questions with a partner and then feed back to the class.

#### Extension activity


If you have internet access and a data projector in the classroom, find some examples of great presentations online (e.g. at TED <http://www.ted.com/>). Play one or two clips and tell trainees to focus on the pauses – how long they are and how effective they are. Note that TED is an excellent source of clips to watch in class throughout the course.


- 2  1.09 Play the recording for trainees to answer the question. Afterwards, they work in pairs and take turns to read the quote aloud, paying particular attention to pauses.
- 3  1.09 Trainees discuss the questions in pairs and then feed back to the class. Play the recording a second time to check.

#### Extension activity

With the class, focus on the content of the quote you have just been practising: what three things should the audience do during your pauses? How long do you think it would take to do those three things? Is the pause really the most important thing you can do?

#### Suggested answers

(1) Ingest (= take in) the last thing you said; (2) get a picture of it; and (3) put it into a context. These three things will take several seconds at least. The question of what is the most important thing you can do is impossible to answer – there are countless essential aspects to a presentation (e.g. say something interesting). However, pausing may be the most important non-obvious thing you can do or the most important technique you can learn. 

- 4  1.10 Make sure all trainees know whether they should be marking pauses or stressed words and phrases. Play the recording once for them to complete the task. Afterwards, they work with a partner to share their information. Play the recording a second time for them to check.

**If you have an odd number of trainees**

You will need to have one group of three, where the third trainee tries to mark both pauses and stressed words.

**Extension activity**

Discuss the two myths with the class. Ask if anyone knows where the myths come from. Elicit also if anyone knows any more myths about presentations.

**Background information**

The myth that the words you say constitute only 7% of your message comes from research by Albert Mehrabian. According to this excellent article (<http://www.speakingaboutpresenting.com/presentation-myths/mehrabian-nonverbal-communication-research/>), the figures were based on interpretations of one-word recordings. Mehrabian himself has been very critical of the way his research has been used out of context: *I am obviously uncomfortable about misquotes of my work. From the very beginning I have tried to give people the correct limitations of my findings. Unfortunately the field of self-styled 'corporate image consultants' or 'leadership consultants' has numerous practitioners with very little psychological expertise.*


The myth about public speaking being people's greatest fear seems to have no basis in research. See <http://www.selfhelpcollective.com/top-10-fears.html> for several lists of top ten fears, in which public speaking comes second in two lists. However, the wide variation between the various lists highlights the problems of ranking something as subjective as 'greatest fear'.

There is an interesting but controversial article on presentation myths at <http://www.presentationmagazine.com/myths.htm>. The blog Creativity Works has a section on presentation myths, <http://www.creativityworks.net/category/presentation-myths/>. For an analysis of myths related to academic presentations, see <http://www.stat.rutgers.edu/home/rebecka/Stat687/amstat96.pdf>.

- 5 Trainees discuss the question in pairs and then feed back to the class.
- 6 Make sure trainees understand what it means for a voice to go up or down, i.e. to change pitch, like a musical instrument, rather than get louder or quieter. Elicit from the class some basic rules about pitch in English.

**Background information**

Our pitch normally goes up at the end of questions and down at the end of statements. Often, a rising pitch is the only difference between a statement (*She's coming* ↓) and a question (*She's coming?* ↑). Many speakers use a rising pitch with statements to suggest 'if that's OK with you' (*I'm going now* ↑ = *Do you mind if I go now?*), but this may suggest a lack of confidence or authority. Within a statement, we often use rising pitch to signal that we have not yet finished our point (*We can either give up* ↑ *or we can ask for help* ↑ *or we can solve the problem ourselves* ↓).

-  1.10 Make sure trainees know to put the arrows after the relevant section of speech. Play the recording again for them to complete the exercise and then allow them to compare their answers with a partner before going through them with the class.

**Extension activity**

You could repeat the analysis using presentations from the Internet (see above for examples from TED). Pause the recording frequently to discuss with the class what the speaker did with his/her voice, and then play the whole presentation without pausing for them to observe the effectiveness of the technique.

- 7 Trainees work in pairs to read the script aloud. Allow plenty of time for each trainee to read the script at least twice, experimenting with different techniques. Finally, ask some volunteers to present the script to the class.
- 8 Trainees discuss the questions in pairs and then feed back to the class. You could also ask which type of presentation they prefer to watch, and whether it is possible/desirable to change one's presenting style. Encourage them to experiment with completely different styles during the course.

**Quote**

Ask four volunteers to read the quote using one of the styles from exercise 8. Elicit the techniques used by the speakers to achieve that style. Then discuss the quote itself: in what way is your breath the music?



# Dynamic Presentations

## Trainer's Notes

### 3B Voice power

#### Quote

Tell trainees to read the quote to find the most important word.

#### Suggested answer

fillers (or 'um')



#### Background information

Martin Luther King's 'I have a dream' speech is one of the most important and powerful speeches in world history, and is well worth watching with the class if you have internet access and a data projector. For a full version, see [http://www.youtube.com/watch?v=PbUtL\\_OvAJk](http://www.youtube.com/watch?v=PbUtL_OvAJk). The clip also has links to shorter extracts of the speech. For background and analysis of the speech, see [http://en.wikipedia.org/wiki/I\\_Have\\_a\\_Dream](http://en.wikipedia.org/wiki/I_Have_a_Dream).

- 1 1.11 Play the recording for trainees to identify the differences. They discuss their ideas in pairs before feeding back to the class.

#### Extension activity

Tell trainees to work in pairs and to turn to the audio script on page 54. They take turns to read the second version of the speech aloud as clearly and effectively as possible, taking care to avoid fillers like *um* and *er*.

- 2 Trainees work in groups of three or four. Make sure they realise that they only have to speak for 45 seconds. When everyone has had a chance to speak, the groups name their winner (i.e. the presenter with the fewest fillers) and the loser, who has to speak again.

#### Extension activity 1

To add extra challenge, you could ask trainees to give a 45-second presentation based on one of the quotes with no preparation. Again, ask a volunteer to count the number of fillers.

#### Extension activity 2

If you have internet access and a data projector, you could play this one-minute clip of 'The Obama "Uh" Count', which demonstrates that even the world's best public speakers have a problem with fillers: <http://www.youtube.com/watch?v=ThEA00lt4Dw>.

- 3 Trainees work in pairs to complete the exercise. When you go through the answers with the class, ask volunteers to read each sentence aloud.

### Extension activity

Discuss with the class what would happen if (a) the speaker forgot to put extra stress on the right word, or (b) the speaker accidentally placed extra stress on the wrong word. Elicit how this problem might be avoided.

### Suggested answers



(a) The message would sound boring, and listeners might not notice key points;  
 (b) The message would sound confusing, and listeners would struggle to understand.  
 The problem can be avoided by planning stress in advance and marking it (as, for example, in Unit 3A exercise 4).

- 4 1.12 Trainees practise saying the sentences in pairs to get a feel for the differences. You could also do this as a game, where trainee A says the beginning of a sentence (e.g. *The market may be declining ...*) and trainee B has to work out the correct ending (e.g. *Or this could just be a temporary blip*). Finally, play the recording for trainees to check their answers.
- 5 Ask the class if anyone has heard of the film *Other People's Money*, and what they know about it. Then tell them to read the descriptions of the two characters and think of four adjectives to describe each character. You can also check comprehension by asking the following questions:
- 1 What is the name of the company?
  - 2 What problems is the company facing?
  - 3 Why do you think Garfield is known as Larry the Liquidator?
  - 4 What is Garfield's relationship with the company?
  - 5 Who will benefit from Garfield's plan?
  - 6 Who will suffer?

### Possible answers



Andrew Jorgenson: old, old-fashioned, out-of-date, patriarchal (= fatherly), etc.

Lawrence Garfield: aggressive, cold-hearted, businesslike, focused, etc.

- 1 New England Wire and Cable
- 2 It has not kept up with technology; revenues and share price have fallen.
- 3 Because he liquidates companies, i.e. turns them into cash by closing them and selling off assets.
- 4 He is a major shareholder; he wants to become chairman.
- 5 Garfield and the other shareholders
- 6 The employees

### Background information

See [http://en.wikipedia.org/wiki/Other\\_People%27s\\_Money](http://en.wikipedia.org/wiki/Other_People%27s_Money) for background to the film. The two clips are both available online, e.g. <http://www.youtube.com/watch?v=Uundu-aPiBQ&feature=related> and <http://www.youtube.com/watch?v=MfL7STmWZ1c&feature=related>, and are well worth watching in class.


Divide the class into two teams and allocate roles. If you have a large class (e.g. 12 or more trainees) you may split them into four or more groups. Tell them to follow the instructions to plan their speeches.

### Language note

You may need to check understanding, stress patterns and pronunciation of the following words:

*imminent* /'ɪmɪnənt/                      *entrepreneur* /,ɒntrəprəʊ'nɜː/  
*infrastructure* /'ɪnfra'strʌktʃə/        *obsolescence* /,ɒbsə'lesəns/

Allow plenty of time (around 10 minutes) to plan and rehearse the speeches. Then invite the presenters to give their speeches to the class. Afterwards, discuss with the class the strengths and weaknesses of the performances.

- 6  **1.13** Play the recording for trainees to compare it with their versions, using the annotation method from exercise 5. Afterwards, discuss with the class any differences between the recording and trainees' versions.
- 7 If you have a computer and data projector, it might be best to go through the step-by-step process on page 82 with the whole class. You could find a paragraph from a chairman's statement on the Internet (search for 'chairman's statement' to get lots of examples) and elicit from the class what you should do for each stage in the process. At the end, read your paragraph aloud, or ask a volunteer to read it, following the sound-script as closely as possible. Discuss the effectiveness of the technique with the class, and any suggestions for revising the sound-script.

If you don't have a data projector, you could go through the same process with a printed paragraph, one copy per trainee, although obviously the finished product will be less attractive and easy to read.

Tell trainees to follow the step-by-step procedure at home with a text of their choice – for example, a fragment from one of their own presentations or a different chairman's statement from the Internet. It might be useful to let trainees see the feedback forms at this stage, as this will help them to prioritise.

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 4A Visual aids

#### Quote

Elicit from the class a list of mistakes that people make with PowerPoint slides (e.g. too much information, unclear information, ugly layout, unprofessional pictures, too many animations, etc.). Then tell them to read the quote to find out what, according to T.J. Walker, is the biggest mistake people make with their slides. When you check with the class, elicit whether trainees agree with T.J. Walker's advice.

#### Answer



They expect their audience to read the slides, whereas they should be able to understand your message just by looking at the images.

#### Language note

You may need to check trainees understand the expression *chances are* (= there's a very good chance that) and *lousy* (= terrible).

- 1 Discuss the questions with the class. The first question will be very quick, but take time to explore the second issue – whether your trainees' own slides would impress T.J. Walker.
- 2 Check trainees understand all the words, especially *data load* (= the amount of information on a slide), *legibility* (= how easy it is to read the font) and *aesthetics* (= how artistic or beautiful something is). Trainees discuss their preferences in pairs and then feed back to the class. Encourage them to be honest – to describe what they actually do, rather than what they should do.

#### Background information

Up to 8% of males (and a much smaller percentage of females) suffer from colour-blindness, which means that they have trouble distinguishing between colours of similar intensity. The biggest problem comes with coloured fonts (e.g. red or green) on dark backgrounds (e.g. red, green or black), which many colour-blind people will find impossible to read. Paler colours may also cause problems (e.g. pale blue writing on a pale grey background). Many presenters use a red light on a clicker or pointer to point to a part of a slide, but they should be aware that many colour-blind people cannot see small red lights on dark backgrounds. See [http://en.wikipedia.org/wiki/Colour\\_blind](http://en.wikipedia.org/wiki/Colour_blind).

- 3 1.14 Make sure trainees know only to make notes on the points they agree with. Play the recording once, then tell them to discuss their answers with a partner and then feed back to the class.

### Extension activity

1.14 Play the recording a second time, pausing every time the speaker gives an opinion (e.g. neither of these two slides is very beautiful) to discuss the opinion with the class. Trainees then work in pairs to think of a compromise – a way of combining the best points of both slides.

- 4 Trainees discuss the slides in small groups and then feed back to the class.
- 5 Discuss the quote and the question with the class.

### Extension activity

There are at least 25 slideshares (animated run-throughs of presentation slides) available from Duarte Design's website (<http://www.duarte.com/work/>), including slides from 'An Inconvenient Truth'. You could print off the first page, ideally in colour, showing slides from each presentation. Ask trainees to work in small groups to choose their favourite slide, and to identify any that they do not like. If you have internet access and a data projector in the classroom, you could play one or two slideshares in order to discuss the design techniques with the class. You could also set a homework task where trainees have to write a presentation to accompany one of the slideshares (or a one-minute section of a slideshare), inventing details where necessary, and then give the presentation to the class in time with the slideshare. Note that this last option will be very time-consuming and challenging, but could also be a very effective exercise.

### Background information

Al Gore was US Vice-President from 1993 to 2001 and the defeated candidate in the 2000 US presidential election. After his election defeat, Gore created a slide show on global warming called *An Inconvenient Truth*, which he delivered over 1,000 times. The slide show was updated by Duarte Design, and later formed the basis for an award-winning film and book of the same name. See [http://en.wikipedia.org/wiki/An\\_Inconvenient\\_Truth](http://en.wikipedia.org/wiki/An_Inconvenient_Truth). See also [http://presentationzen.blogs.com/presentationzen/2006/06/duarte\\_design\\_h.html](http://presentationzen.blogs.com/presentationzen/2006/06/duarte_design_h.html) for an interview with Nancy Duarte about the slide show.

- 6 1.15 Tell trainees to discuss the questions with a partner to predict the answers. Point out that if they know the answers to any of the questions, they should not spoil the surprise by telling others at this stage. Then play the recording for trainees to check their predictions. Allow them to discuss their answers with a partner before feeding back to the class.

### Extension activity

The four videos mentioned in the audio script are all available on YouTube, and well worth watching in class. You could ask trainees to watch the clips not only to see how the speakers used the visual aids, but also to notice the phrases, body language and voice techniques the speakers used.

- Steve Jobs and MacBook Air: <http://www.youtube.com/watch?v=Z0jlpSCndtw>
- Jill Bolte Taylor and the human brain: <http://www.youtube.com/watch?v=UyyjU8fzEYU>
- John Chambers and TelePresence: <http://www.youtube.com/watch?v=YQnffi6tN0g>
- Steve Jobs and iPod Nano: <http://www.youtube.com/watch?v=7GRv-kv5XEg>

- 7 Trainees discuss the question with a partner. If they find it difficult to come up with ideas, they should describe their last presentation or their next presentation to their partner, who will suggest possible props.

**Extension activity**

Trainees think of a prop that they have at home, or could buy cheaply and easily. They then prepare a one- or two-minute presentation which includes that prop – either as a product launch (as in Steve Jobs’ presentations) or as a shock or surprise tactic (as in Jill Bolte Taylor’s presentation). You could ask volunteers to give their presentations in the next lesson.

- 8 Trainees discuss the before-and-after slides on page 83 in small groups to identify general principles that can be applied their own slides and then feed back to the class.

**Extension activity 1**

Trainees find an old PowerPoint presentation of their own and swap it with a partner (e.g. by sending it as an email attachment). Then as a homework task, trainees improve at least five of their partner’s slides. Alternatively, they could create their own slides inspired by the ones on page 83 (e.g. the stages in a process [similar to pair 1], a statement that X is like Y [similar to pair 2], or a set of statistics [similar to pair 3]). Trainees then present their slides in the next lesson, either as printouts or on a data projector.

**Extension activity 2**

Remind trainees that Microsoft PowerPoint is not the only option for giving presentations. Discuss with the class if anyone has used alternatives such as Apple Keynote or Prezi (<http://prezi.com/index/>), and encourage trainees to experiment with different programs when preparing presentations.

# Dynamic Presentations

## Trainer's Notes

### 4B Visual aids

#### Quotes

Elicit from the class how many bullet points should be included on a single slide, and how many words in total. Then tell trainees to read the quotes to compare them with their ideas.

#### Answers

Don McMillan: avoid 'too many bullet points'  
Seth Godin: no more than six words



#### Background information

Don McMillan's comedy routine, Life After Death by PowerPoint <http://www.youtube.com/watch?v=KbSPPFYxx3o>, is both funny and informative, providing a light-hearted look at the most common mistakes people make with PowerPoint, and well worth watching in class. You could ask trainees to watch the routine to identify any of the mistakes that they have seen or made in real life.

Seth Godin (<http://sethgodin.typepad.com/>) is one of the world's most famous and influential bloggers, with a wealth of advice on marketing, design, presentations, etc. To see him presenting, see for example [http://www.ted.com/talks/seth\\_godin\\_on\\_sliced\\_bread.html](http://www.ted.com/talks/seth_godin_on_sliced_bread.html). For an interview with him on presentation design, see [http://presentationzen.blogs.com/presentationzen/2005/09/the\\_godin\\_metho.html](http://presentationzen.blogs.com/presentationzen/2005/09/the_godin_metho.html).


- 1 Discuss the first question with the class. Then ask trainees to discuss the task in pairs, based on a presentation they have given recently (possibly one given during this course). Ask volunteers to present their six-word messages.
- 2 Discuss the question with the whole class, eliciting examples of particularly bad presentation slides.
- 3 Trainees discuss the questions in small groups and then feed back to the class. Avoid providing the answers, but instead refer trainees to the Key (see exercise 4).
- 4 Trainees read about the rules and then discuss in groups whether they follow them. You may need to show them what a 30-point font looks like by creating a new PowerPoint presentation with various font sizes.
- 5 Trainees work in pairs to simplify the slide. When you discuss the answers with the class, ideally you should have the full version already prepared on a PowerPoint slide, which you can edit with the class.

#### Extension activity

Trainees work in pairs to create deliberately long-winded slides on the topic of visual aids. They could do this on paper or, if you have access to computers, using PowerPoint. They then pass their slides to another pair, whose job it is to improve the slides by cutting unnecessary words. Ask volunteers to present their improved slides to the class.

**Quote**

Elicit from the class how you know when you've achieved perfection in a slide, and then ask them to read the quote to compare it with their ideas. Elicit what other types of design this approach could apply to.

- 6  1.16 Before listening to the presentation, elicit from the class what the figures might refer to in the context of marketing to women. Then play the recording for trainees to check their predictions. Allow them to compare their ideas with a partner before checking with the class.

**Extension activity**


Discuss the content of the presentation with the class – are the figures surprising? What are the implications for the trainees' own fields?

- 7 Trainees work in pairs to complete the exercise and then feed back to the class.

**Extension activity 1**

Trainees test each other in pairs by reading the beginning of an expression (e.g. *Have a look ...*) to elicit the ending from their partner, who has his/her book closed. They then swap roles.

**Extension activity 2**

 1.16 Play the recording again for trainees to put a tick by the expressions they hear. Point out that there may be some slight variation between the phrase the speaker used and the expression from exercise 7. At the end, they check with a partner, trying to remember the context for each expression.

**Answers**

Expressions used: a, b (This diagram represents ...), c, m, d, e, f, g, o, l, k, p, r, h



- 8 Trainees discuss the question in pairs and then feed back to the class. You may need to check some of the words first (e.g. *presumably = logically, one might expect this*).
- 9 Trainees work in pairs to plan slides to accompany the presentation, using the audio script on page 55 to help them.

**Extension activity**

If you have access to computers in the classroom, trainees could actually create the slides they have planned in class. Alternatively, you could ask them to do this as a homework task. They then take turns to present their slides without using the script, referring only to the list of useful phrases from exercise 7.

- 10 Tell trainees to read the instructions on page 84 carefully to make sure they know what to do. They could either plan their slides in pairs or alone as a homework task. If you have a computer and data projector, trainees will be able to present their finished slides to the group. If not, you could ask them to print off the slides or simply to describe them to the class. Point out that they will be assessed not just on the slide itself, but on the way they present the slide (see feedback form).

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.




# Dynamic Presentations

## Trainer's Notes

### 5A Facts and figures

#### Quote

Trainees read the quote in pairs to underline the words they would stress if they were presenting it. They also mark pauses with a line (|). Ask a few volunteers to read the quote aloud. Give and elicit feedback on the most effective version. Also take this opportunity to deal with any vocabulary problems (e.g. to sink something; a tanker (= a huge ship); in reserve; staggering; to exhibit something; but (= only); a fraction; to allude to something (= suggest something without mentioning it); a briefing).

- 1 Elicit from the class the meaning of *data-dumping* (= giving far too much data). Trainees discuss the questions in pairs and then feed back to the class. Encourage them to focus on the figure of 98%, and what it means to hold so much information in your head.
- 2  1.17 Trainees listen to the recording to answer the question. You could also ask them to find out as much as possible about each speaker (e.g. their nationality, job, type of presentations, typical audience). They discuss their answers in pairs and then feed back to the class.

#### Extension activity

Trainees listen again while reading the audio script on page 55 to identify the key phrase that sums up each speaker's arguments. They discuss in pairs and then with the whole class.

#### Suggested answers



French: ... *data is our only defence against the audience*; British: ... *if you want people to get the message, you can't make it too simple*; Chinese: ... *we take a broader perspective*.

- 3 Discuss the first question with the class, including the possible pronunciation of *slideument* /'slaɪdʒəmənt/ but avoid giving the answers. Trainees read the advice and discuss the question in pairs.


#### Extension activity

Trainees discuss in pairs whether they have ever done / would ever do any of the things mentioned in the quote (e.g. *include everything under the sun just in case*).

- 4 Discuss with the class exactly what the graph shows. Then trainees discuss the task in small groups, thinking carefully about the target audience, and feed back to the class.

#### Background note

The graph shows differences between men's and women's leisure time. In every case, men have more leisure time than women.

- 5  1.18 Trainees work in pairs to work out how to say the numbers. Play the recording for them to check, and then go through the answers carefully with the class. As a follow-up, trainees work in pairs and take turns to point to a number to elicit how to say it.

### Extension activity

Trainees work in pairs to think of a possible explanation for five of the numbers (e.g. 14,640 = the number of people in my home town). They then read or give each explanation to the class, who have to work out which number it refers to.

### Language note

Many languages use commas (,) and points (.) in the opposite way to English. Some languages use a colon (:) to show division, but in English it is used to show ratios (e.g. *women outnumber men in this group by 3:1*). Note also that currency symbols are written before numbers, but spoken after (e.g. €20 = twenty euros). The symbol *m* may refer to *minutes*, *metres* or, sometimes, *miles*. Fractional percentages (e.g. ½%) are much less common than decimal percentages (e.g. 0.5%).

- 6 Trainees read the instructions carefully. Do the first round of four numbers with four volunteers so the whole class is clear how the game works. After the game, go through difficult numbers with the class.


### If you don't have groups of four

With very small groups, you could be one of the players. In pairs, each student could have two cards. In threes, there could be a wild card, where the fastest player gets to cross out the number.

### Answers



(Speaker number in square brackets) [1] nought/zero point oh one percent; [3] six and three quarters / three fourths (of a) percent; [2] two thousand and eleven / twenty eleven; [4] three hundred (and) thirteen dollars (and) thirty (cents); [1] ninety degrees; [2] quarters one to 4 / from the first to the fourth quarter; [4] (a) six to one (ratio); [3] seventeen thousand seven hundred (and) seventy euros; [1] half a percent; [4] six point nine billion yen; [2] six thousand rpm (revolutions per minute); [3] twenty-two cc (cubic centimetres); [1] twelve pounds (and) seventy-five (pence); [4] one/a hundred (and) one square metres; [3] up by / an increase of two and a quarter points; [2] five million, eight hundred (and) ninety-three thousand, six hundred (and) nineteen; [1] sixty-eight thousand dollars per annum; [3] the first of July (British English) / January the seventh (American English), two thousand and nine; [2] ten megabytes; [4] one gigabyte; [1] twenty-three trillion dollars; [2] ISO /aɪsəʊ/ four two one seven; [3] down by / a decrease of seven eighths of a percent; [4] nine hundred (and) eleven million, six hundred (and) seventy-seven thousand, eight hundred (and) three

- 7  1.19 As a lead-in, elicit from the class groups of words with the same meaning (e.g. *almost*, *nearly*, *just/a little under*, *just short of*). Trainees work in pairs to complete the exercise. After playing the recording, go through the answers with the class, focusing on other possible answers. You could also elicit from the class possible contexts/explanations for the sentences, to highlight useful words like *substantial* and *turnover*.

### Quote

Trainees read the quote to find two contexts for the number *12 gigabytes*. Discuss with the class whether the speaker's context is effective.

**Answers**

*the memory in the phone; enough to listen to music while travelling to the moon and back*

- 8 1.20 Trainees work in pairs to complete the exercise and then listen to check.

**Extension activity**

Elicit from the class the four phrases for putting a number into context. They then work in pairs to add similar contexts to the sentences in exercise 7.

**Answers**

*To give you an idea of just how much that is, it's enough to ...; That's roughly the equivalent of ...; To put that into perspective, ...; That means ...*

- 9 1.21 Trainees complete the exercise in pairs and then feed back to the class. Play the recording to see which pair(s) had similar ideas.

# Dynamic Presentations

## Trainer's Notes

### 5B Facts and figures

#### Quote

Trainees read the quote to identify two (unnamed) presentation styles. They then work in pairs to find words associated with each style. You could also discuss with the class how Nancy Duarte's advice that data shouldn't be 'boiled down or clarified too much' relates to the advice from Carmine Gallo in 5A to 'make numbers meaningful'.

#### Suggested answers



Style 1: credibility, analytical, scientific, engineer-minded, sceptical, trained, substantial

Style 2: boiled down, clarified, manipulated, marketing data, decorating, ornamentation

Carmine Gallo's advice might be more suitable for general audiences. Nancy Duarte's advice specifically concerns analytical, scientific or engineer-minded audiences. (See also page 67 for further clarification.)

- 1 Trainees discuss the question in pairs and then feed back to the class.
- 2 Discuss this with the whole class. Collect examples of situations where trainees have presented to the types of audiences described in the quote, and what the presenter learnt from the experience.
- 3 Trainees work in small groups to brainstorm verbs to describe the trends. Write up all the answers on the board. Then work with the class to convert the verbs into nouns, where possible. Compare the list on the board with the list in the Key on page 68.

#### Extension activity

You could elicit the different stress patterns of *increase* and *decrease* as nouns (●●) and as verbs (●●).

- 4 Trainees work in pairs to sort the adjectives. As you go through the answers with the class, elicit the corresponding adverbs by getting trainees to make statements like *prices are substantially lower* or *prices have fallen markedly*.


#### Language note

To make adverbs from most adjectives, add *-ly*. Adjectives ending in *-ic* become adverbs by adding *-ically* (e.g. *dramatically*). Adjectives ending in *-ble* become adverbs by adding *-bly* (e.g. *considerably*). *Markedly* gains an extra syllable in the middle: ●●●.

#### Extension activity

Trainees test each other in pairs by reading a category (e.g. *big change*, *very slow change*) to elicit from their partner the correct modifiers from the table.

- 5 Trainees work in pairs to write their descriptions. Point out that they do not need to use all the expressions.

- 6 Trainees work in pairs to mark the phrases on the line. When you go through the answers with the class, elicit exactly what the phrases mean in terms of percentages (i.e. 210% of original = more than doubled; 48% = almost halved). You may also elicit similar phrases for different percentages, and get Trainees to test each other by giving a percentage to elicit a suitable phrase.
- 7 Trainees work in pairs to complete the key words. Go through the answers with the class.
- 8  1.22 Trainees work alone to complete the presentation and then listen to check their answers. Play the recording a second time if necessary.

### Extension activity

Trainees cover the text and take turns to try to present the same information based only on the graph.

- 9 Trainees work in groups of up to four. Each should choose a different graph on pages 85–86. Monitor carefully to make sure they understand the background notes to their graphs, and that they know to use all the techniques from this unit in their presentations. Allow at least 10 minutes' preparation time (or tell trainees to prepare it as a homework task). When they are ready, they should take turns to close their books and give their presentations to their groups.

Make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

### Background note

The third graph, *No. of over-65s for every 100 people of working age*, is not about members of the workforce who are over 65, but rather a comparison between two distinct populations, the population of over-65s (most of whom do not work) and the working population (most of whom are under 65). For example, the prediction for Japan is that by 2050 there will be more than 75 over-65s for every 100 workers.

# Dynamic Presentations

## Trainer's Notes

### 6A Body language

#### Quotes

Elicit from the class why body language is especially important in presentations, and what advice about body language they would give to presenters. Trainees then read the two quotes to see if they mention any of the same ideas.

#### Suggested answers



Body language is especially important in presentations because: you are speaking face to faces; you need to reach out to your audience; you are your most important visual aid; people believe what they see, not what you say.

Advice: act natural; be larger than life.

- 1 Trainees discuss the questions in pairs and then feed back to the class. Encourage them to experiment with the advice for using body language, both from the Key and from other trainees, when they are giving their next presentations.

#### Extension activity

If you have internet access and a data projector, show a clip of a body language expert in action (e.g. Mark Bowden, <http://www.youtube.com/watch?v=ClJzwWopXkw> or search YouTube for *presentation body language*). Ask trainees to pay particular attention to the speaker's body language. You may decide to show just a one- or two-minute fragment of the clip, to observe the body language, or a whole clip, to focus on the presenter's advice as well. Afterwards, discuss trainees' observations with the class: what did the speaker do and how effective was it?

- 2 1.23 Before you listen, discuss the questions with the class to see if anyone can guess what the speakers might say, or what they know about the presentation styles of the four nationalities. Then play the recording for trainees to answer the questions. Allow them to check with a partner before going through the answers with the class.

#### Extension activity

Divide the class into small groups. Write these words on slips of paper and give each group a set of slips.

animated	arrogant	boring	calmer	close	confident
conservative	content	direct	distance	dynamic	extrovert (x2)
eye contact	firm	friendly	genuine	hard	Hollywood
honest	humour	jumping	loud	natural	naturally
nervous	no-nonsense	passion	rock-and-roll	simple	sincere
smile	tactile	theatre	trusted	uncomfortable	volume

1.23 Trainees sort the words according to which speaker mentioned it. Encourage them to discuss what each speaker said about each word. They then listen to the recording again to check. When you check with the class, elicit what each speaker said about each word and whether the same point would apply to presenters and audiences in other countries that they know.

**Answers**

- Brazil: theatre; dynamic; rock-and-roll; jumping; conservative; calmer; extrovert; animated
- Australia: direct; no-nonsense; friendly; hard; arrogant; natural; genuine; humour; naturally
- Finland: Hollywood; honest; boring; content; loud; extrovert; nervous; simple; smile
- Kuwait: passion; eye contact; firm; uncomfortable; close; tactile; distance; volume; sincere; confident; trusted

- 3 Trainees discuss the questions in pairs and then feed back to the class.

**Quote**

Discuss with the class the hidden message in the quote, and whether the message has any basis in reality.

**Suggested answer**

She is suggesting that her first language is body language – that she is more fluent in body language than English. Although this sounds funny at first, common sense tells us that we are exceptionally fluent in body language. However, the experience of travelling to different countries reminds us that body language is much more limited than spoken, written or signed languages.

- 4 Trainees discuss the question in pairs and then feed back to the class. Discuss with the class whether it is better to be more gender-neutral, to be more extreme, or just to be oneself.

**Extension activity**

If you have been filming trainees during the course, this would a good time to replay some clips to see if they have any body language habits they were unaware of. If you don't have access to a video camera, ask trainees if they have films of themselves presenting that they could bring to the next session.

- 5 Trainees discuss the question in pairs and then feed back to the class.

**Extension activity**

Trainees test each other in pairs: one trainee reads one of the statements from exercise 5 and their partner must perform the appropriate gesture. They could also swap roles by performing a gesture to elicit a suitable statement.

- 6 Trainees work in pairs or small groups to present the statements. Make sure they stand up to present their extracts. Tell them to take their time with each statement and experiment with different gestures to decide what feels most natural or effective.

**Tip**

To avoid the situation where everyone is working on the same line at once, tell trainees to work through the extracts in a random order.

- 7 Trainees give feedback to each other in pairs or small groups and advise their partners on how to improve.

**Extension activity**

Tell trainees to find the lyrics of a song they like in English on a website such as <http://www.azlyrics.com/>. Alternatively, you could print out the lyrics of some songs that you think your trainees will know and distribute a different set of lyrics to each trainee. Trainees then prepare a spoken presentation of those lyrics, either word for word or with some rhetorical techniques added, and try to learn their presentations by heart before the next lesson (NB this is why the songs should already be well-known). Trainees should also plan carefully how they will use body language to reach out to their audiences. When the presentations are ready, trainees take turns to deliver their presentations to the class. Ideally, you should film the presentations with a video camera so that you can analyse the body language with the class later.



# Dynamic Presentations

## Trainer's Notes

### 6B Body language

#### Quote

Elicit from the class how understanding and managing body language can be important in life, not just in presentations. Then tell them to read the quote to see if it mentions their ideas. Afterwards, discuss with the class what Joe Navarro might be referring to. Point out that he is a former special agent.

#### Answer

According to Joe Navarro, people with these skills will enjoy greater success in life. Some obvious situations where these skills are important: espionage; poker; negotiations; dating; job interviews.



#### Extension activity

Ask trainees to investigate one area of body language (see for example the list at Changing Minds: [http://changingminds.org/techniques/body/body\\_language.htm](http://changingminds.org/techniques/body/body_language.htm)). They could either do this as homework or, if you print out the advice, in class. They then prepare and deliver a short presentation of their findings. Ideally, you should film trainees' presentations and use them later to examine trainees' own body language.

- 1 & 2 Ask trainees to discuss the questions in pairs. You may need to check understanding of the qualities, especially *charisma* (= charm, positive strength of personality) and *conviction* (= absolute confidence that you are right). When they feed back to the class, ask volunteers to demonstrate the qualities through their body language.

#### Extension activity

For each quality, elicit a famous person, ideally an English-speaker who demonstrates that quality. If you have internet access and a data projector, search a site such as YouTube for clips of each speaker in order to observe their body language. Discuss the techniques with the class and encourage trainees to experiment with the same techniques.

#### Background information

The statement that we can send and receive up to 10,000 non-verbal clues per minute has been attributed to Patti Wood, an expert in non-verbal communication. Her website (<http://www.pattiwood.net/default.asp>) is a good source of information and advice on non-verbal communication, as well as some excellent clips that you could show in class or simply watch before the lesson in order to improve your own knowledge.

- 3 Make sure trainees understand the two concepts, *authority* (= the power to make others respect you) and *rapport* (= the power to make people like you). Then tell trainees to complete the exercise in pairs and then feed back to the class.

**Extension activity**

Trainees tell a partner which behaviours they think they use in their presentations. If they are familiar with their partner's presentation style, they could give feedback to each other on the behaviours they actually use.

- 4 Trainees discuss the questions in pairs and then feed back to the class.
- 5 Before you start, make sure trainees fully understand all the words in the extracts, especially *enormous* (= very big), *steady decline* (= smooth worsening), *economies of scale* (= the cost advantages of producing large quantities) and *sleeker* (= smaller, more efficient, less wasteful). Trainees then complete the activity in small groups. An alternative to speaking the words silently would be to hum the words – say them without opening your mouth. Afterwards, ask for volunteers to perform the six extracts.


**Extension activity**

If you have internet access and a data projector, find some examples of excellent presentations online (e.g. the ones on Patti Wood's website – see above). Play them once with no sound for trainees to guess what the speaker is talking about, and then a second time with sound. You could also do this with recordings of trainees' presentations from earlier in the course.

- 6 Trainees discuss the body language and the questions in pairs and then feed back to the class.

**Extension activity**

Trainees test each other in pairs by demonstrating one of the gestures or habits to elicit from their partner what it means.

- 7  1.24 Trainees discuss the questions first to predict the answers. Then play the recording for them to check. They discuss the answers again in pairs before feeding back to the class.

**Extension activity**

Trainees look at the audio script on page 56. They work in small groups to plan the body language to accompany one of the extracts. When they have finished, ask a volunteer from each group to perform their extract. After each performance, give and elicit feedback on the effectiveness of the body language.

- 8 Before you begin, you could elicit some more easy topics for the presentations (e.g. my favourite TV programme, my first job, my dream job, etc.). Trainees work in pairs to complete the activity. Afterwards, ask some volunteers to give their 'annoying gestures' presentations to the class.
- 9 For each picture, choose one trainee to check the answer in the Key on pages 69–70 for that picture only. Then discuss the pictures with the class. After discussing each picture, the 'expert' (i.e. the trainee who has read the answer) explains what the pictures illustrate and why they are bad habits. Discuss with the class whether any of the trainees are guilty of using the unhelpful body language from the illustrations.
- 10 Elicit some examples of topics that people feel strongly about. You may decide to avoid very personal or controversial topics such as people's religious or political views, or topics that other trainees may find offensive. If you prefer, you could turn this into a game, where trainees have to talk passionately about a mundane subject such as shoes, printers, buses, etc.
- Refer trainees to the template on page 87, including the suggested time limits. Trainees could either prepare their presentations in class or as a homework task.
- When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 7A Rapport building

#### Quote

Elicit from the class the meaning of rapport (NB it was mentioned in Module 6B) and how presenters can build rapport. Then ask trainees to read the quote to find words and phrases connected with rapport and words and phrases connected with a failure to build rapport.

#### Suggested answers

Rapport: (enthusiasm), authenticity, open, connecting, listening, passionate, genuinely, feelings, the real thing

Failure to build rapport: little enthusiasm, artificial



- 1 Trainees discuss the questions in pairs and then feed back to the class.

#### Extension activity


Tell trainees to read the advice in the Key on page 70 and to make a list of Dos and Don'ts for rapport building. They discuss their ideas in pairs before feeding back to the class.


#### Suggested answers

Do	Don't
<ul style="list-style-type: none"> <li>• Appear relaxed and comfortable in front of your audience.</li> <li>• Maintain good eye contact.</li> <li>• Talk to your audience, not at them.</li> <li>• Smile from time to time.</li> <li>• Project your voice a little more than usual.</li> <li>• Make your presentation sound more like a conversation.</li> <li>• Imagine you're addressing a group of colleagues or friends.</li> <li>• Show them something in you that is like something they like in themselves.</li> <li>• Talk their language.</li> <li>• Show them that you've had many of the same thoughts and experiences as they have.</li> <li>• Talk to members of your audience as they arrive, find out a few names, ask them about their jobs and what brings them to the event.</li> <li>• Refer to at least one or two people by name as you're speaking, ask them a simple question or two.</li> </ul>	<ul style="list-style-type: none"> <li>• Appear nervous and self-conscious.</li> <li>• Come across as over-confident (you may antagonise your audience into resisting your message).</li> <li>• Project your voice so much that it sounds as if you're lecturing.</li> </ul>



Do	Don't
<ul style="list-style-type: none"> <li>• Give your audience small opportunities to participate as you speak (perhaps by directly asking them questions or getting them to do things).</li> <li>• Stop and listen if they do respond to you.</li> <li>• Use something they say to connect to what you were about to say next or relate what you say next back to something they said earlier.</li> <li>• Show you were listening.</li> <li>• Make your speech sound as if it's at least partly spontaneous</li> <li>• Make sure your topic appears to matter to you.</li> <li>• Convey a real sense of enthusiasm for your subject and have some fun with it as you speak.</li> <li>• Increase your energy level to fill the room.</li> <li>• Create passion.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the audience they may not be able to speak until the end or needn't speak at all.</li> <li>• Worry about the audience distracting you from your plan.</li> <li>• Be word-perfect.</li> <li>• Make your speech sound rehearsed.</li> <li>• Just be interested in your theme.</li> <li>• Joke around or be manically energetic.</li> <li>• Lack enthusiasm.</li> </ul>

2  **2.02** Trainees work in pairs to complete the exercise. After playing the recording, discuss any different versions with the class.

3  **2.03** Trainees complete the task in pairs and then listen to the recording to check.

### Language note

Question tags are formed from modal verbs (*will, can, could, may, must, might, would, should, shall*) or auxiliary verbs (*do, be, have*) plus personal pronouns (e.g. *it, we*) to match the subject in the sentence. We don't normally use other types of pronouns in question tags (e.g. *this, ours*), but do often use *there* (*There's plenty to do, isn't there?*). If there is no auxiliary or modal verb in the sentence, we use *do/does/did*, as in questions. Question tags may be used as genuine questions (to obtain information) with rising intonation or simply as rhetorical devices (to involve a listener) with falling intonation. Rhetorical question tags are always negative after positive statements (That's right, isn't it?) and vice versa (That isn't right, is it?). Some question tags are unusual, e.g. *Let's have a look, shall we?; I'm right, aren't I?*

### Extension activity

Trainees work in pairs to add question tags to some of the improved statements in exercise 2. Point out that sometimes there is more than one possible answer, depending on what we see as the most important statement in a sentence. Point out that we cannot add question tags to questions. Afterwards, discuss with the class whether the versions with question tags sound better or worse.

### Suggested answers



- Now, we know **this is** something that affects each and every one of us, **isn't it?** (Probably better)
- I think **we'd** all agree that in the long term this is in our best interests, **wouldn't we?** (Probably better)
- No question tag – it already ends with a question.
- So do we or don't we take up the challenge? **The choice is** ours, **isn't it?** (Probably worse)
- We've got three amazing new products we want to share with you today. So **let's** get started, **shall we?** (Not better or worse – better rapport but worse authority)

**Quote**

Tell trainees to read the quote to identify the problem, its cause and a solution. Elicit from the class whether any trainees have experienced the same problem.

**Answer**

Problem: getting bored; Cause: giving the same presentation many times; Solution: interact with your audience

- 4 2.04 Trainees work in pairs to complete the exercise and then listen to the recording to check.

**Extension activity**

Trainees look back at the statements in exercise 3 to decide which of them could be improved using the same technique.

**Suggested answers**

Statements a, d and e work well with this technique: *Is this really so surprising?; Haven't we been here before?; Didn't I say it was good news?*

Sentences b and c are negative, so the positive questions (*But will we let this stop us?; Can we complain?*) sound like genuine questions. Sentence f sounds patronising or aggressive as a negative question (*Don't you know what's going to happen?*).

- 5 2.05 Trainees work alone to complete the exercise and then check with a partner. After you have played the recording, discuss with the class (a) whether the speaker succeeded in involving her audience and (b) whether trainees find the content of her talk surprising.
- 6 Tell trainees to work in pairs to underline the involvement expressions. Afterwards, go through the answers with the class.

### Extension activity 1

Print out the beginnings and endings of some involvement expressions. Trainees work in pairs to match the beginnings with the endings. Then they have a conversation with their partners on the topic of email, social networking, texting and Web 2.0. During their conversation, they should try to use each involvement expression at least once – but it must be a natural use of the expression. When they use one of the expressions, they tick it on their list. At the end, the person who has used the most expressions is the winner.

1 And would it surprise ...	a ... a question.
2 But, you see, that's where ...	b ... for a moment.
3 Raise your hand ...	c ... if that's happened to you.
4 I think that's something ...	d ... know that ...?
5 And you don't need me ...	e ... last time you ...?
6 I mean, I don't know about ...	f ... like me, you probably wish ...
7 If, like ...	g ... me, you find yourself ...
8 When was the ...	h ... of you ...?
9 So, what if I was to ...	i ... say to you that ...?
10 How many ...	j ... some (statistics) with you.
11 But let me share ...	k ... thinking. You're thinking ...
12 Did you ...	l ... to tell you that ...
13 Now, I know what you're ...	m ... was crazy, right?
14 Let's just talk about (email) ...	n ... we can all relate to.
15 If you're anything ...	o ... you to learn that ...
16 You'd think I ...	p ... you, but ...
17 But let me ask you ...	q ... you'd be wrong.

### Answers

1 o 2 q 3 c 4 n 5 l 6 p 7 g 8 e 9 i  
10 h 11 j 12 d 13 k 14 b 15 f 16 m 17 a

### Extension activity 2

Find a short text on the Internet (e.g. from a news site or online magazine), or ask trainees to find a short text at home. Trainees use the rapport-building techniques from this module to make the text sound more like a presentation. When they have finished, ask volunteers to present their texts in such a way as to engage with their audience.

- 7 Tell trainees to read the instructions on page 87 to find out exactly what to do. Point out that the controversial ideas are deliberately unusual – the objective is to be persuasive, even if the actual arguments are weak. Ask for volunteers to choose different topics, in order to avoid a situation where several trainees are presenting the same topic. You may need to check trainees understand all the vocabulary, especially *disobey* (= to fail to follow an order) and *mediocrity* (= the state of being standard, typical, not special or outstanding).

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 7B Rapport building

#### Quote

Elicit from the class different ways of using humour in presentations. Trainees then read the quote to see which of their ideas are mentioned.

#### Suggested answers

Tell jokes; spread fun; create opportunities for laughter to emerge



- 1 Trainees discuss the questions in pairs and then feed back to the class.

#### Extension activity

Trainees read the answer to question a in the Key on pages 70–71 to identify some differences between being funny and being fun. Then tell them to read the answer to question b to find out how many techniques are suggested.

#### Suggested answers

Being funny	Being fun
More risky	More inclusive
Audiences are not on the receiving end	Audiences can participate in the fun and even occasionally take the lead
Makes an audience feel good about you	Makes them feel good about themselves

The Key suggests three techniques (constantly be listening and talking to your audience; ask your audience to take part in a short lively activity; laugh at yourself when things go wrong).

- 2 Divide the class into two teams to brainstorm ideas. Make sure they know that the presentations will also be in teams, so they should plan who will deliver which parts of the presentation. Allow about five minutes' preparation and then ask each group to present their arguments. At the end, give and elicit feedback on the presentations, including on their use of humour.
- 3 2.06 Trainees discuss the situations in pairs to predict what the speaker did. Then play the recording for them to check. Afterwards, allow them to discuss the answers with their partners before feeding back to the class. Encourage trainees to give their own ideas for creating humour out of the situations.

### Background information

You can watch several of the presenters mentioned in the audio script on page 57, mostly the same presentations the speaker was talking about.

Steve Jobs (iPhone): <http://www.youtube.com/watch?v=ftf4riVJyqw>

Fons Trompenaars: [http://www.youtube.com/watch?v=FyPvQa\\_A22E](http://www.youtube.com/watch?v=FyPvQa_A22E)

Mohanbir Sawhney: <http://www.youtube.com/watch?v=A0m0DCQ3SnA>

Sir Ken Robinson: <http://www.youtube.com/watch?v=MZIIJN0JVro>

### Extension activity

Brainstorm a list of things that can go wrong in a presentation and write trainees' ideas onto the board. Trainees then work in small groups to think of humorous ways of handling each situation. When you go through the ideas with the class, give and elicit feedback on the best ideas.

- 4 Elicit from the class ideas about the ways different people process information differently. They then work in pairs to match the phrases with the intelligence types. Point out that some phrases may belong with more than one intelligence type. It may help if you tell trainees how many phrases are associated with each type of intelligence: visual (5), auditory (2 or 3), logical (4), physical/spatial (7), interpersonal (3), intrapersonal (4, 5 or 6).

### Background information

As mentioned on page 33, theories about intelligence types vary. One well-known theory, associated with Howard Gardner, concerns multiple intelligences. According to this theory, there is much more to intelligence than the type usually measured in intelligence tests. A person may perform poorly on classical logical/mathematical intelligence tests, but be extremely talented at reading or influencing other people's feelings (= interpersonal intelligence) or understanding the effects of their own strengths and weaknesses (= intrapersonal intelligence). By thinking in terms of multiple intelligences, we realise that one type is not necessarily better than others. There are nine recognised intelligences: spatial, linguistic, logical-mathematical, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalistic and existential.

See [http://en.wikipedia.org/wiki/Multiple\\_intelligences](http://en.wikipedia.org/wiki/Multiple_intelligences).

Another way of thinking about different types of intelligence comes from theories of learning styles: some people are very good at visualising information or analysing graphs, etc. (visual learners). Others might need to hear something (auditory learners) or physically manipulate it (kinaesthetic learners) in order to learn it. This three-way distinction is sometimes abbreviated to VAK. See <http://www.businessballs.com/howardgardnermultipleintelligences.htm> for a thorough analysis of VAK learning styles and their relation with multiple intelligences.

### Extension activity


Discuss with the class whether it is possible to 'key into each intelligence' by using such phrases, and how this might be useful to a presenter.

### Suggested answer



It is important that presenters are aware that not all people process information in the same way. Most presenters tend to present using their own preferred learning style (e.g. a very visual presentation), but this will only appeal to a section of the audience. Experienced presenters try to vary their presentation styles to enable a wider range of intelligence types to understand and enjoy the presentation. The phrases in exercise 4 may be a good starting point, but the techniques demonstrated in exercise 5 below are more likely to have real impact.



- 5  2.07 Trainees listen to the recording to answer the question. Point out that the speakers might be addressing several types of intelligence. Allow trainees to discuss their ideas with a partner before feeding back to the class.

### Extension activity

Trainees listen to the extracts again and give each technique a score from 1 to 5, where 1 means 'I hate it when presenters do this' and 5 means 'I love this technique'. Afterwards, go through the scores for each extract. Hopefully, you will get a wide range of opinions on each technique, to illustrate that presenters should not just stick to the techniques they love and avoid the techniques they hate.

- 6 Tell trainees to read the information on page 88 to find out what they have to do. Divide the class into small groups (three or four trainees per group) and ask each group to choose a different invention. They then either plan the whole presentation together, or decide who is going to prepare/deliver which part of the presentation (using, for example, the seven bullet points of things to include), and then prepare the presentations at home. If trainees do prepare at home, in the next session give them time to work with their groups to organise their presentations.

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 8A Impact techniques

#### Quote

Elicit from the class the meaning of impact (in the context of presentations), and some examples of impact techniques. Then tell them to read the quote to find which two techniques it addresses.

#### Suggested answers



Impact is about making a presentation 'hit home', making it memorable, powerful and effective. The two techniques are *repeating* (saying the same thing in the same words) and *restatement* (saying the same thing in different words).

- 1 Trainees work in pairs to answer the question and then feed back to the class. Elicit from the class whether the paragraph uses too much repetition or whether the repetition adds to the impact and memorability of the quote.
- 2 2.08 Trainees complete the exercise alone and then listen to the recording to check. Ask volunteers to read the improved versions aloud in order to demonstrate their impact.
- 3 2.09 Point out that only one word in each extract should be repeated. Trainees work in pairs to complete the exercise and then listen to the recording to check. Ask volunteers to read the improved versions aloud in order to demonstrate their impact.

#### Extension activity 1

Elicit from the class whether it is possible to repeat longer phrases in any of the same statements to add impact. Note that the possible answers below may or may not have more impact than the simpler versions in exercise 3.

#### Possible answers (stressed words in bold)



- a First of all, I'm pleased, I **am** pleased, to report that profits are up by 38%.
- b It's a cliché, I know, but this firm has always put its people – **its** people – first.
- e What's really important for us to do right now, **right now**, is this ...
- f One thing I know: we must never again lose our sense, **our sense** of focus.
- g Nobody likes failure, but some people, **some** people are more afraid of success.

#### Extension activity 2

Print off some very short news stories from an online newspaper (e.g. go to <http://news.google.co.uk> and click on *Business* or *Entertainment*, for example). Trainees work in pairs to turn a boring paragraph from their news story into a powerful presentation, using the techniques from exercises 2 and 3.

- 4 2.10 Trainees work alone to complete the activity and then check with a partner before listening to the recording. When you check with the class, discuss any alternative versions.

**Language note**

Sentence a is an example of inversion: placing a negative word (e.g. *never, nowhere, rarely*), phrase (e.g. *not once, not only*) or clause (e.g. *not since I was young, not until we are ready*) at the beginning of a sentence for impact. When this happens, we use the same word order as in questions, by putting an auxiliary or modal verb before the subject:

- *We have never been more successful ...* → *Never have we been more successful ...*
- *This car is not only beautiful, it's also ...* → *Not only is this car beautiful, it's also ...*
- *We won't launch until we are 100% sure that ...* → *Not until we are 100% sure that ... will we launch.*

- 5 Allow trainees some time to think about the question before discussing it in groups. If they are not experienced presenters, encourage them to use examples from other presentations they have prepared for this course. After they have discussed their ideas in groups, ask some volunteers to talk about their mantras to the class. They could even deliver some extracts from their presentations, using their mantras.

**Extension activity**

Barack Obama's election speeches are excellent examples of powerful impact techniques in action. If you have internet access and a data projector, show one or two of his speeches (e.g. <http://www.youtube.com/watch?v=6JuTAyoBxSg>) for trainees to notice the techniques he uses. Note that political speeches are always controversial to use in class, but as long as you focus on his techniques, it should be possible to avoid politics. In the clip suggested above, Obama's technique for creating opportunities to use his mantra (i.e. telling stories, with the word 'cannot' appearing unobtrusively towards the end of each story) is worth noticing.


- 6 Discuss the examples with the class.

**Extension activity**

Elicit more examples of this technique from other advertising slogans or examples of creative or persuasive language (e.g. poetry, sales brochures). You could also print some more examples of slogans (e.g. [http://en.wikiquote.org/wiki/Advertising\\_slogans](http://en.wikiquote.org/wiki/Advertising_slogans)) or alliterative poems (e.g. <http://www.nanascorner.com/2009/11/04/4-alliteration-famous-poems/>) for trainees to find examples.


**Language note**

This technique does not only apply to the first sound in words – it can also be used for the first sound in stressed syllables. In Tracy Goodwin's quote on page 34, there is repetition not only of the initial /r/ sound but also the /p/ sound in stressed syllables: '... you have to **repeat** and **restate** the **important points**.'

- 7  2.11 Trainees work in pairs to complete the exercise and then listen to the recording to check their answers.

**Extension activity**

If you did Extension activity 2 after exercise 3, refer trainees back to the texts they worked on. Tell them to try to add a mantra and some alliteration to their text.

- 8  2.12 Ask trainees to read the instructions on page 88 to check what they need to do. Note that they may plan and deliver their presentations either as a team or individually, in which case they may prepare at home. Show trainees the feedback forms while they are preparing their presentations so they know how many repetitions to include.

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

Play the recording and ask trainees to note the differences with their versions. Refer them to the audio script on page 72.

# Dynamic Presentations

## Trainer's Notes

### 8B Impact techniques

#### Quote

Ask trainees to read the quote to find out the origins and uses of rhetorical techniques.

#### Suggested answers



Origins: ancient Greece; Uses: to inspire, persuade and enthuse (= fill somebody with enthusiasm)

#### Background information

For a useful list of rhetorical techniques with examples, see [http://www.speaklikeapro.co.uk/Rhetorical\\_techniques.htm](http://www.speaklikeapro.co.uk/Rhetorical_techniques.htm). Max Atkinson's website (<http://www.speaking.co.uk/>) is also worth exploring, as is his blog (<http://maxatkinson.blogspot.com/>).

- 1 Trainees work in pairs to find examples of the three techniques and then feed back to the class.
- 2 Discuss the question with the whole class.

#### Extension activity

Ask trainees to read the answer in the Key on page 72 to find four reasons for using rhetorical questions.


#### Suggested answers



- 1 They seem to address the members of the audience directly and ask them to think about the question.
  - 2 They make the speaker's monologue sound more like a dialogue.
  - 3 They encourage involvement.
  - 4 They make a presentation more conversational, thereby building rapport.
- 3 Trainees work in pairs to transform the sentences. When you go through the answers with the class, discuss any alternative versions. You may need to check some of the vocabulary (e.g. *viral marketing* = a marketing technique where members of the public spread the marketing message to their friends, typically in the form of a funny advert posted on a social networking site).
  - 4 2.13 Discuss the first question with the class and play the first extract for trainees to check and get an idea of what type of question to add to the other extracts. Trainees then work in pairs to complete the other questions. Elicit suggestions from the class before playing the recording.

### Extension activity

Trainees write five sentences from their 'autobiographies', each answering a different question (e.g. *where, why, how often*, etc.). You could demonstrate using sentences about yourself (e.g. *Where: I was born in a small town near ...; Why: I didn't go to university after school because I was offered a dream job; How often: I try to go to the gym at least once a week*). When trainees have written their sentences, they swap with a partner, who has to make the sentences more powerful using the technique from exercises 3 and 4 (e.g. *So, why didn't she go to university? She didn't go because ...*). You could ask them to make a short presentation to the class about their partner based on their rhetorical questions and echoes (e.g. *Let me tell you something you didn't know about Maria. For example, did you know she didn't go to university straight away when she finished school? And why didn't she go to university? She ...*).

- 5  2.14 Trainees work alone to complete the questions and then check in pairs. Play the recording for them to check. You may need to check some vocabulary, especially *to flop* (= to fail to sell) and *to step something up* (= to increase something).

### Extension activity

Remind trainees that the nine rhetorical questions are very common and useful. Elicit from the class some situations where they can each be used.

### Suggested answers



- a To talk about a past success
- b To talk about opportunities or plans
- c To talk about past failures (NB for present failures, we can ask 'Where are we going wrong?')
- d To talk about a future opportunity or threat
- e To talk about spending time or money
- f To talk about reasons for a surprising failure (NB we can exchange the verb for *working*)
- g To talk about dealing with a failure
- h To talk about amounts of money
- i To talk about past actions which have not yet had any results

- 6 Trainees work alone to plan their 20-second presentations.

### Tip

If trainees struggle to think of a suitable product or service, suggest they choose something they have with them in the classroom (e.g. *These shoes are really uncomfortable. So what am I going to do about them? I'm going to go out and buy a pair of trainers.*).

- 7 Discuss the question with the whole class.

### Extension activity

For a remarkable analysis of the threes in Barack Obama's victory speech (as well as the way the threes are managed alongside pairs), see <http://david-crystal.blogspot.com/2008/11/on-obamas-victory-style.html>. You could simply ask trainees to read the analysis in class or as a homework task, but if you want trainees to internalise the information in the analysis, you could ask them to conduct a similar analysis of (a short part of) another well-known speech. See <http://www.guardian.co.uk/theguardian/series/greatspeeches> for some examples.

**Quote**

Ask a volunteer to read the quote aloud, focusing on making the delivery as powerful as possible. Afterwards, elicit from the class what technique the quote demonstrates.

**Answer**

The technique is the 'three' technique with a fourth point as a punchline, like the last line in a long joke.

- 8 2.15 Trainees work in pairs to take turns to deliver the extracts, together with the punchlines. Then play the recording so they can compare the delivery with their own.
- 9 2.16 Tell trainees to work in pairs to rewrite the notes on page 89. Show trainees the feedback forms while they are preparing their presentations so they know what techniques to include. When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.
- Pairs then take turns to team-present their presentations and to complete the feedback forms for the other trainees. Afterwards, they use the feedback forms to offer feedback to each other.
- Play the recording for comparison and refer trainees to the audio script on page 59.

**Extension activity**

As a homework task, ask each trainee to research another rhetorical technique (see [http://www.speaklikeapro.co.uk/Rhetorical\\_techniques.htm](http://www.speaklikeapro.co.uk/Rhetorical_techniques.htm) for a good list) and to prepare a short presentation about their technique, using all the techniques from this module, as well as the new technique itself. When the presentations are ready, trainees take turns to give their presentations. Give and elicit feedback on the effectiveness of the techniques.

# Dynamic Presentations

## Trainer's Notes

### 8C Impact techniques

#### Quote

Discuss with the class which words from Plato's quote they would stress. Then ask a volunteer to read the quote aloud, stressing the key words. Discuss with the class what technique is being used.

#### Suggested answers

Stressed words: wise men, something, say, fools, have, something


The technique is called chiasmus (= using the same words in two clauses but changing the order).



#### Extension activity

Read the beginnings of the following quotes aloud (column 1). Elicit from the class how they continue (column 2). Then read the whole quote aloud, including any words from column 3, and the source of the quote.

But just because you're born in the slum does not mean ...	... the slum is born in you, ...	... and you can rise above it if your mind is made up. Jesse Jackson
It's not the men in my life that counts; ...	... it's the life in my men.	Mae West
And so, my fellow Americans, ask not what your country can do for you; ...	... ask what you can do for your country.	John F. Kennedy
When the going gets tough, ...	... the tough get going.	unknown
Whether we bring our enemies to justice or ...	... bring justice to our enemies, ...	... justice will be done. George W. Bush
The true test is not the speeches the President delivers; ...	... it's if the President delivers on the speeches.	Hillary Clinton
I'd rather be looked over than ...	... overlooked.	Mae West
Is man one of God's blunders or ...	... God one of man's blunders?	Friedrich Nietzsche
One should eat to live, ...	... not live to eat.	Cicero
The art of progress is to preserve order amid change and ...	... to preserve change amid order.	Alfred North Whitehead
Your manuscript is both good and original; but the part that is good is not original, ...	... and the part that is original is not good.	Samuel Johnson

- 1  2.17 Trainees work in pairs to complete the statements and then listen to the recording to check. When you go through the answers with the class, make sure trainees concentrate on stressing the contrasted words.

### Extension activity

Trainees test each other in pairs by reading the first half of a statement to elicit the second half.

- 2 Trainees work alone or in pairs to make sentences using the sets of opposites. Point out that they don't need to use the actual words from the book, only the concepts. They may also use their own pairs of opposites if they prefer. If they struggle for inspiration, read some of the possible answers below.

### Possible answers (with contrasts marked)

No / Yes: Everyone else said **no**, it **can't** be done. We said **yes**, we've **done** it.

Past / present: **Last year**, it felt like the world was at our throats. **This year**, we've got the world at our feet.

Bad / good: When I went bankrupt, it was the **worst** day of my life. But it was the **best** lesson I ever learnt.

Aim / outcome: It doesn't matter what we were **trying** to do. What matters is that we got great **results**.

Them / us: **They** won't come to us to buy our products. **We** have to go out and sell to them.

Present / future: **This year** has been easy – it's **next year** we need to worry about.

Good / better: We don't just have to provide a **good** service. We need to be **better** than anyone else.

Myth / reality: The idea that you get what you deserve is a **myth**. The **reality** is much, much messier.

- 3 Tell trainees to work in small groups to make the statements more powerful. Point out that the words on page 38 are just examples: they will need to think of their own power words. Note also that there are usually several possible answers. When they are ready, brainstorm as many examples as possible for each bold word, including all the examples from the Key on page 72. You may need to explain some of the words.

### Tip


With weaker classes, you will need to support trainees to think of the power words. You could read the list of words from the Key aloud in a mixed order for trainees to match them with the words in bold.

### Extension activity

Discuss with the class the dangers of using too much power language.

### Suggested answer

The power language will quickly lose its power. If a speaker always uses *amazing* to mean *good*, he/she will sound less impressive when describing something truly amazing. A good rule of thumb is to use power language only when you believe it is true.

- 4  2.18 Trainees work in pairs to add the intensifiers to the statements. They practise delivering the statements in pairs before listening to the recording to check.



**Extension activity**

Intensifiers are extremely difficult to use well, because certain collocations sound powerful (e.g. *exceptionally well*, *absolutely delighted*, *invested heavily*) while others sound terrible (e.g. *absolutely well*, *heavily delighted*, *invested exceptionally*). Encourage trainees to make notes of useful collocations, especially collocations with intensifiers, when they see them. You could print some online magazine articles for trainees to find more examples. Celebrity interviews (e.g. adjective–adverb collocations) are a good source of such language, as they tend to use exaggerated spoken language.

- 5 Ask trainees to read the instructions to find out what they have to do and why metaphors need to be handled with care. Trainees then complete the matching exercise in pairs and feed back to the class.

**Background note**

This exercise focuses on the idea of conceptual metaphors, the way a single metaphor underlies countless idioms, sayings and even everyday speech. This idea is associated with George Lakoff and Mark Johnson, whose book *Metaphors We Live By* had a major impact on the way people think about the importance of metaphors. See [http://en.wikipedia.org/wiki/Conceptual\\_metaphor](http://en.wikipedia.org/wiki/Conceptual_metaphor). In a presentation, the repeated use of a single conceptual metaphor can have a very powerful effect.

- 6 Trainees work in pairs to increase the impact of the extracts on page 89. Go through the answers with the class and check difficult idioms and vocabulary before asking them to work on their delivery. Trainees work in pairs or small groups and take turns to deliver the extracts. Afterwards, ask some volunteers to deliver the extracts for the whole class.

**Extension activity**

Trainees work in small groups. Each group should choose a different conceptual metaphor from the five on page 39, and write a short presentation using as many of the metaphors from exercise 5 as possible, plus any related metaphors they can think of. They could also use some of the contrasts from exercise 2 and language techniques from exercise 6 in their presentations. Trainees then team-present their presentations to the class.

# Dynamic Presentations

## Trainer's Notes

### 8D Impact techniques

#### Quote

Ask trainees to read the quote to find examples of the following impact techniques: contrast, metaphor and power language.

#### Suggested answers



Contrast: *top business managers* v. *first-year drama student*

Metaphor: *resurrect* (= bring back to life); *explore*; *tools*; *feel your way towards*

Power language: *continually fascinates*; *top* (business managers); *at considerable expense*

- 1 Trainees work in pairs to brainstorm the similarities and then feed back to the class.

#### Extension activity

Use the Key on page 73 to generate more discussion and analysis.

- Elicit from the class how you can show (or pretend) that you're calm, confident, entertaining, etc. Ask trainees to read the Key to underline the four most important words. [**Suggested answer:** performance, presence, credibility, authentic]
- Ask questions to check comprehension and develop discussion:
  - a What three parts of performance are mentioned? [**Answer:** the ability to use your voice, gestures and posture effectively]
  - b What is the difference between performance and presence? [**Answer:** performance is what you do; presence is what you are]
  - c What two techniques can you practise before your performance becomes second nature? [**Answer:** fake it; concentrate on improving your strengths]
  - d How can presenters gain credibility? [**Answer:** by being themselves, by hesitating, having to think, changing direction, etc.]
  - e What examples are given of people who over-present? [**Answer:** people who belong to public speaking clubs, third-rate actors, stand-up comedians]
  - f How can you appear more authentic? [**Answer:** by making your monologue sound like a dialogue]

- 2 You may need to check trainees understand the words in the extracts, especially *greed*, *a surge* (= dramatic rise / growth), *lighting up* (= starting a cigarette) and *to smoke like a chimney* (= idiom referring to a heavy smoker). Trainees work in pairs to find examples of the techniques. You could discuss the answers with the class at the end of the whole discussion, or after trainees have discussed each extract – hopefully they will get better at identifying techniques after feedback on earlier extracts.

### Background information

The three films are easy to find on YouTube, and are all excellent sources of effective or persuasive language.

- *Shooting Fish*: <http://www.youtube.com/watch?v=2eEtX6rvCIM&feature=related>. The sales pitch starts after five minutes.
- *Wall Street*: <http://www.youtube.com/watch?v=VCC1H7MSlsg> and <http://www.youtube.com/watch?v=e9mWAXHpeew&NR=1>. These clips show powerful extracts from the film, but not the whole *greed is good* speech.
- *Thank You for Smoking*: <http://www.youtube.com/watch?v=4HC3xwlfCFM>.

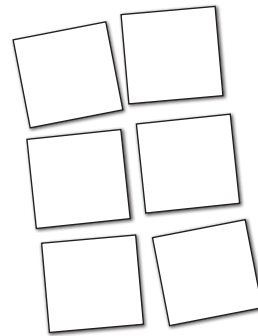
As a homework task, you could ask trainees to watch longer extracts from these films or similar films to find other great examples of impact techniques. In a follow-up lesson, they share what they have found with the class.

- 3 Make sure different trainees choose different extracts. They then work alone or in pairs to decide which words to write on cards.

#### Tip

If you have access to a guillotine (paper cutter), you could prepare some 'cards' for this exercise by cutting sheets of A4 paper into six pieces.

For a real presentation, these pieces of paper are useful, but it is better to buy similar-sized cards from a stationery shop. Such cards are often sold as part of a card index.



- 4 Put trainees together in groups with others who have prepared a different extract. They then take turns to deliver their presentations to their groups. They give each other feedback on their presentations. Afterwards, ask volunteers to deliver their presentations to the class.
- 5 2.19 Trainees listen to the recordings to compare them with their own versions. You could ask trainees to mark pauses and stress in the presentations while they listen. Afterwards, elicit any differences that trainees noticed. They then deliver their presentations again, perhaps this time without referring to the prompt cards.

### Extension activity

Trainees work in pairs to write 'opposite' presentations to the three extracts, using the same techniques. For example, a sales presentation for a very basic computer; a response to Michael Douglas's speech, arguing that greed is in fact bad; a statement in response to Aaron Eckhart, arguing that smoking is bad. When the presentations are ready, they swap them with another pair, who should add even more impact techniques. Finally, they take turns to deliver their presentations in small groups.

- 6 2.20 Go through the questions with the class to make sure trainees know what they are looking for. Then play the recording for trainees to read and listen to the two presentations. They discuss their answers with a partner before feeding back to the class. You could also ask trainees which of the two presentations is more formal, and how they can tell.

#### Suggested answers

The first presentation (Comdex) is more formal. The sentences are generally longer and the presentation is more rehearsed. The informal speech at Stanford is less polished, but this may actually add to its power.



### Extension activity

Trainees work in pairs to analyse the two presentations in the same way as they analysed the extracts in exercise 2, focusing also on metaphors, power language and rapport building for different intelligences. When they have finished, go through the answers with the class.

### Suggested answers



- Rhetorical questions: see Key, 6b, page 74.
- Repetition of words: see Key, 6a, pages 73–74.
- Repetition of sounds: *It's part of a **c**ampaign that will feature stories of our **c**ustomers and how they use our **t**echnology. And all of these **c**ustomers have one thing in **c**ommon. Every one of them was told that what they hoped to **a**ccomplish was impossible ...; ... our capacity to **b**uild a **b**etter future ...; **T**aking a risk is all about **t**rying something new.*
- Contrasts and opposites: see Key, 6a, page 74. Note the contrast between *us* and *them* in the Comdex speech: ... **w**e can achieve ..., **o**ur belief ...; ... it is made by **th**ose who believe ...
- Groups of three: see Key, 6d, page 74.
- Metaphors: ... *the face we have chosen to show ...; ... to look ahead ...; ... to build a better future ...; ... held back by their fears ... move ahead ...; The essence of entrepreneurship ...*
- Power language: *impossible; essential*
- Rapport building (selected examples): *What you just saw ... (visual); ... begin running this morning ... (physical / kinaesthetic); ... they proved the skeptics wrong (logical); ... the face we have chosen to show ... (visual); ... our capacity to look ahead ... (visual); So what do I know ... (intrapersonal); ... everybody is afraid ... (intrapersonal / interpersonal); Some people are held back ... move ahead ... (physical / kinaesthetic)*

- 7 Tell trainees to read the information on page 90 to find out exactly what they have to do. They either work in pairs to plan their presentations or alone as a homework task. It is a good idea to show them the feedback form at this stage, as it will help them prioritise. Set a suggested length for the presentations (e.g. 3–5 minutes). Point out that an internet search for their chosen topic is likely to generate some excellent ideas.

When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 9A Storytelling

#### Quote

Ask trainees to read the two quotes to find what they have in common. Afterwards, you may need to check the vocabulary, especially *unwittingly* (= accidentally, without planning) and *clumsily* (= without grace or style).

#### Suggested answer

They both argue that storytelling skills are indispensable.



- 1 Trainees discuss the questions in pairs and then feed back to the class. You will need to check trainees understand the term *frontline manager*.

#### Background note

A *frontline manager* is a person who is responsible for the coordination of the work of others. Frontline managers are typically staff who are described as coordinators, supervisors, first-line managers, junior managers, team leaders, leading hands, office managers and the like.

Source: [http://www.avetra.org.au/abstracts\\_and\\_papers\\_2001/Mulcahy\\_full.pdf](http://www.avetra.org.au/abstracts_and_papers_2001/Mulcahy_full.pdf).

#### Extension activity

Use the following questions to elicit the ideas from the Key on page 74. Elicit examples of the situations and stories for each question.


- Are stories more important for charismatic leadership situations or for more hands-off leadership situations? [**Suggested answer:** Both]
- How can stories help when talking to (a) your bosses, (b) your subordinates, and (c) non-specialists? [**Suggested answers:** (a) and (b) they help you to get buy-in; (c) they allow you to avoid jargon and technical terms]
- How many golden rules of storytelling are mentioned? [**Answer:** Six: (1) make it relevant; (2) make it short but not too short; (3) don't rush the important parts; (4) pause before the important parts; (5) involve the audience; (6) use direct speech to recreate the moment, not report it]

- 2 Go through the seven techniques with the class to elicit examples and make sure all trainees understand the words, especially *credibility* (= a reason for people to trust or believe you know what you're talking about), *punchline* (= the last line of a joke) and *set the scene* (= provide a context). Trainees then work in pairs to match the techniques with the sections of the story.
- 3 Trainees discuss the questions in pairs and then feed back to the class.

### Extension activity


Use these questions to exploit the information in the Key on pages 74–5 and to analyse the extract further. Discuss the questions with the whole class.

- When might it be more appropriate to use past simple in a story? **[Answer:** In a simple story, with no element of drama.]
- Find examples of the three types of questions in the extract. **[Suggested answers:** Real: *Admiral, what would you do ...?* Reported: *Would you settle for ten dollars ...? Are you crazy?* Rhetorical: *You know what it said in the paper?*]
- Would this extract work as a piece of writing? Why (not)? **[Suggested answer:** Not really. The repetition would look very odd in writing. A big mistake is to assume that what works for writing will also work for a presentation, or vice versa.]
- Why did Brodow mention that the story took place in Delray Beach, Florida? **[Suggested answer:** To reinforce the idea that it's a true story, not a joke. Details such as this add credibility to a story.]
- How did Brodow build rapport by involving his audience? **[Suggested answers:** *Now, I don't know what you would do in a situation like that. Admiral, what would you do in that situation? You'd give him the money. ... You know what it said in the paper?*]
- Why do you think he included this phrase: *'The owner of the shop puts down the meatball sandwich, looks at the robber and he says ...'*? Are there any similar examples? **[Suggested answer:** He's trying to make the story appeal to kinaesthetic or visual personalities, by describing actions and eye contact. Another example comes near the end: *Gives him the twenty bucks, gives him the meatball sandwich.*]

- 4  **2.21** Make sure trainees remember how to mark stress and pauses, and that they know which of the two they are each expected to do. Play the recording for them to complete their tasks. They then share their answers with a partner. You could play the recording a second time for them to check.

#### If you have an odd number of trainees

You will need to have one group of three, where the third trainee tries to mark both pauses and stressed words.

- 5 Trainees work in pairs to decide how they will team-present (i.e. who will say what). Pairs then take turns to team-present to the class. Give and elicit feedback on their performance.
- 6  **2.22** Make sure trainees realise that the boxes do not correspond to speakers – each speaker could mention several issues. Play the recording for them to take notes. They then discuss what they remember with a partner before feeding back to the class.

### Extension activity

Write the following words and phrases on the board. Trainees work in pairs to remember which speaker mentioned which word or phrase and what they said about it.

books	a bridge	clown	a disaster	a joke	know-how
a movie	persuaded	simple	a smile	suspicious	Trojan Horse

**Answers**

Speaker 1: A story is a bridge; it's like turning an experience into a movie; never use books of jokes.

Speaker 2: If you tell a joke, people expect to laugh; if nobody laughs, it's a disaster; with a story, a smile will do.

Speaker 3: Stories should be simple; don't make jokes about your know-how; they want an expert, not a clown.

Speaker 4: A story is like a Trojan Horse; Russians are suspicious of foreign ideas and change; they can be persuaded by a story.

- 7 Refer pairs to pages 90 and 91. Trainees work alone to reduce their stories to ten words. Remind them to use the techniques from exercise 2 when they prepare their stories. With weaker classes, you could get them to do this in pairs, and then swap pairs to re-tell their stories. You may need to check understanding of some words, especially *misconception* (= a myth), *immense* (= huge), *absorbed* (= 100% focused), *conceptions* (= ideas), *something is brought home* (= it is transformed from an abstract idea into something real and concrete), *a marvel* (= something amazing), *to gaze intently* (= to look at something in a very focused way) and *to wow somebody* (= to amaze them). Monitor carefully while trainees are preparing, focusing on what the rest of the presentation will be about. When trainees are ready, they take turns to deliver their stories to a partner. Afterwards, ask some volunteers to perform their stories for the class. Finally, discuss how the stories will relate to the themes of the presentations.

**Extension activity**

As a homework task, trainees find an urban myth or funny story on the Internet (see for example <http://www.snopes.com/business/business.asp> for some wonderful business stories, many of which unfortunately are not true) and transform it into something suitable for a presentation. They should think carefully about tying their stories to the theme of a presentation. Remind them of the Argentinian speaker's advice in exercise 6 never to use books of jokes or stories in presentations, but point out that this can still be good practice and a source of ideas. When the stories are ready, trainees take turns to deliver their stories in small groups or to the whole class.

# Dynamic Presentations

## Trainer's Notes

### 9B Storytelling

#### Quote

Trainees read the quote to find all the impact techniques and powerful metaphors that Annette Simmons uses. They discuss their answers in pairs and then feed back to the class.

#### Suggested answers



Repetition: *information (2x), facts (4x), a story will (2x), will ... help them (2x), interpretation (2x)*

Sound repetition: *figure out what all these facts mean; give a story first and then add facts; information | interpretation | intention | influencing*

Contrast: *facts v. stories, letting the facts speak for themselves v. giving a story and adding facts*

Metaphor: *up to their eyeballs in information; let the facts speak for themselves; fit your intentions*

- 1 Trainees discuss the question in pairs and then feed back to the class.

#### Extension activity

To reinforce the importance of telling the story first, tell a short anecdote of your own in two different ways: first with the interpretation followed by the anecdote and then with the anecdote followed by the interpretation. Your anecdote could be on the subject of predicting the future, as in this example:


Interpretation: *You can't predict the future by looking at the past. The only useful prediction you can make is that unpredictable things will happen at some point in the future.*

Story: *About 10 years ago, we bought our first flat, a terribly run-down place which had good potential. We didn't pay much for it, although it felt like a lot at the time. We fixed it up and decorated it nicely, and after a couple of years we sold it for twice as much as we'd paid for it. Then we bought a bigger flat, also badly in need of repair. Again, we invested some money in it, made it look nice, and after a couple of years we sold it and doubled our money again. By this time we were feeling pretty confident in our ability to make money, so we borrowed quite a lot of money to add to the money we'd made from our previous flats, and bought a really expensive flat in a very nice part of town. This was our plan to make some serious money. Two months later, property prices crashed, and we were left with a flat worth much less than the money we'd borrowed. All the money we'd earned on the previous flats was gone. You see, you can't predict ...*

Discuss the two versions with the class, focusing on the impact of the message: in which version was it more convincing and/or memorable?

- 2 Discuss the question with the class. Encourage trainees to start thinking of their own anecdotes, and to make brief notes when they think of a good one. This means they will be ready to tell their anecdotes in exercises 8 and 10.



- 3  **2.23** Briefly discuss the three situations with the class to predict the possible answers. Then play the recording for trainees to check their ideas. They discuss their answers with a partner before feeding back to the class.

### Extension activity

The Key refers to the following concepts:

- humility
- a bonding story
- drawing an analogy
- a self-effacing story
- breaking down resistance

Write the five concepts on the board. Trainees discuss in pairs what the concepts might mean and which of the three anecdotes they might refer to. Then they read the Key on pages 75 and 76 to check their ideas.

### Suggested answers



Humility (speaker 1): Showing that you are humble (= not too proud or boastful, aware of your weaknesses) by confessing to a failure.

A bonding story (speaker 1): Suggesting that *'I know what it's like to be in your position, but it worked for me, and ... it can work for you too.'*


Drawing an analogy (speaker 2): Showing the similarities between two apparently different concepts.

A self-effacing story (speaker 3): Similar to showing humility – using a story of your own failures or weakness to soften your message.

Breaking down resistance (speaker 3): Managing a potentially difficult situation as an outside expert talking to professionals by focusing on shared weaknesses.

- 4 Trainees work alone to complete the matching exercise and then check in pairs before feeding back to the class.

### Extension activity

 **2.23** Trainees read the audio script on pages 59–60 and listen again to the three stories to find examples of the skills from exercise 4. They also try to find examples of the storytelling techniques from exercise 2 on page 42. When they have discussed with a partner, go through the answers with the class.

**Sample answers****Skills:**

Stick to present tenses: All the speakers in fact use mostly past tenses for their stories (apart from when reporting speech and thought, when they use a wide range of tenses). This may add credibility to an anecdote, by reminding listeners that it actually happened, perhaps a long time ago, and that the speaker has learned from the experience and moved on. The story is less immediate, but may still be effective.

Use gestures: n/a

Exaggerate your descriptions: *Then I went and phoned **all** my friends at work ...*

Let your voice reflect the emotions: n/a

Quote actual conversations: *Oh dear, I think you'd better join the intermediate class.*

Involve the audience: *Ask yourself: how would you prefer your life partner to be?*

Draw interesting comparisons: *The same thing often happens when we take on employees with years of experience.*

**Techniques:**

Create drama: *At the time I was devastated.*

Signal the end of the story: *But seriously, ...*

Establish credibility: *I have a confession to make.*

Deliver the punchline: *I was the second-best player in the class!*

Involve the audience: (as above)

Link to the theme of the presentation: *... we focus far too much on customer satisfaction, when what we should really be focusing on is customer loyalty.*

Set the scene: *A few months ago I hit forty and decided ...*

- 5 **2.24** Check trainees know all the adverbs in bold, especially *abruptly* (= quickly, impatiently), *officially* (= as an official speaking down to a member of the public, not friendly) and *sarcastically* (= using intonation to suggest that you mean the opposite of what you say, e.g. *I'm going to be late again. Oh great!*). You could also check verbs such as *remarked* (= said) and *yelled* (= shouted). Make sure trainees know to use simpler vocabulary (e.g. said) and to use their voices to convey the emotions. Trainees work in pairs to convert the extracts and to practise saying them. Then ask volunteers to perform each extract before playing the recording to compare it with the trainees' performances.
- 6 **2.25** Trainees work in pairs to improve the anecdote on page 90 and to practise performing it. When they are ready, ask some volunteers to perform the story for the class before playing the recording to compare it with the trainees' performances.

**Extension activity**

Trainees could also try to make the anecdotes from exercise 3 more immediate by rewriting parts of them in present tenses.

- 7 Trainees work in pairs to complete the exercise. When you have checked the answers with the class, they could test each other in pairs by reading one of the neutral terms to elicit the exaggerated term from their partner.

**Extension activity**

Elicit more examples of neutral and exaggerated vocabulary.

**Suggested answers**

angry / furious; tasty / delicious; worried / horrified; pleased / delighted; pretty / enchanting; surprised / flabbergasted

- 8 Trainees tell their anecdotes in small groups. If they need further ideas, they could tell a story about a time when everything went wrong (or right), a coincidence, an accident, a problematic journey, a lesson in life, etc. Make sure they realise this is just a brief telling of their stories – they will have a chance to tell polished stories in exercise 10.
- 9 Trainees work alone to match the sentence halves and then check in pairs before feeding back to the class.

### Extension activity

Trainees work in pairs. Student A makes the beginning of a sentence using one of the adjectives from exercise 8 (e.g. *When I arrived home, I was so **tired** ...*). Student B has to continue the sentence using a simile (e.g. *... I was like a personal stereo whose batteries were going flat.*) They swap roles after each sentence. Afterwards, elicit the best similes from each pair.

- 10 Tell trainees to read the instructions on page 91 to find out what they have to do. Point out that the story could be the same as the one they told in exercise 8 or it could be a new story. They work alone in class or at home to prepare their story, using the advice and the phrases from page 91. When the stories are ready, make sure every trainee has enough copies of the feedback form for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 10A Q&A sessions

#### Quote

Elicit from the class what Q&A stands for. Trainees then read the quote to find out what image of Q&A sessions it conveys. Discuss whether this image matches trainees' own experiences of Q&A sessions.

#### Suggested answer



Q&A stands for question and answer. The image is one of fire (*go up in smoke*) and war (*in the line of fire*).

- 1 Trainees discuss the questions in pairs and then feed back to the class.
- 2 2.26 Make sure trainees know to write no more than one or two words for each extract to help them remember. Play the recording. Trainees then discuss their answers in pairs before feeding back to the class.

#### Tip

If you think trainees will struggle to remember what each pair of speakers were talking about, elicit the topics onto the board. Write no more than two or three words per extract.

#### Suggested answers



- |                              |                             |                                   |
|------------------------------|-----------------------------|-----------------------------------|
| <b>a</b> After or during?    | <b>d</b> Irrelevant         | <b>g</b> Multiple questions       |
| <b>b</b> Repeat or rephrase? | <b>e</b> Admit not knowing? | <b>h</b> Confidential information |
| <b>c</b> Thanking            | <b>f</b> Already answered   |                                   |

#### Extension activity

2.26 Play the recording again, pausing after each speaker. With the class, discuss the advantages and disadvantages of each approach, and elicit the best way to deal with each situation.

- 3 Trainees work alone to complete the exercise and then check in pairs.

#### Extension activity

Discuss with the class which type of question relates to which dialogue in exercise 2.

**Answers**

- A good question: dialogue c  
 A difficult question: dialogue e  
 An off-topic question: dialogue d  
 An unnecessary question: dialogue f  
 A multiple question: dialogue g  
 A hostile question: dialogue b

**4** Check trainees understand all the words in bold. You could ask them to find a word which means:

- postpone, put off [**Answer:** defer]
- refuse politely [**Answer:** decline]
- provide an answer or satisfactory response [**Answer:** deal with]
- avoiding taking a direct hit by sending the problem elsewhere [**Answer:** deflect]
- focus on the meaning [**Answer:** define]
- take away someone's weapon, or remove their power to attack [**Answer:** disarm]
- stop a bomb or potentially unpleasant situation from being dangerous [**Answer:** defuse]
- split [**Answer:** divide]

Trainees then discuss the question in pairs and feed back to the class.

**Extension activity**

If you have internet access and a data projector in the classroom, find one or two clips of politicians being interviewed on TV, e.g. <http://www.youtube.com/watch?v=sCo7qbzEX3c>. (Note that there are plenty of such interviews on sites such as YouTube. Search for *Newsnight* or *Question Time*, for example.) Trainees watch to identify the techniques they use to deal with difficult questions, and then discuss whether the techniques were successful or how the interviewee could have dealt with the questions more successfully.

**5** Point out that some phrases may be suitable for several types of question. Trainees work alone to match the phrases with the questions and then check with a partner. When you go through the answers with the class, pay attention to intonation: the statements need to sound assertive without being aggressive.

**Extension activity**


Trainees take turns to test each other in pairs by reading the first half of one of the phrases (e.g. the first printed line) to elicit the rest of the phrase from their partner.

**6** **2.27** If you think trainees are familiar with the grammar of indirect questions (see below), ask them to work in pairs to repeat the questions and then go through them carefully with the class to elicit the rules. Play the recording so they can check their answers.

If you think they will find this difficult, you could do the exercise with the class, eliciting the rules as you go. If they find this language very difficult, you could point out that it is fine (but less sophisticated) to simply repeat the question, making any necessary changes to pronouns (e.g. 'The question was: Are we planning to go public with this?'). It may be more important to be fluent and confident than accurate and sophisticated.

**Language note**

- The word order in indirect questions is the same as the word order in statements, i.e. the verb comes after the subject.
- We do not add auxiliary *do/does/did*, as we often do in normal questions.
- If there is no question word, we introduce the question with *if* (less formal) or *whether* (more formal).

- 7  **2.28** Trainees work in pairs to rephrase the hostile questions, using the prompts. Play the recording so they can check their answers.

### Extension activity

Trainees work in two groups (or four, if you have a very large class). Group A should represent the managers of a furniture factory which has been forced to announce that it is making half of its workers redundant due to intense competition from abroad. Group B should represent the factory workers, who have announced a strike in response to the redundancies. Each group should come up with around eight hostile questions for the other group. When the questions are ready, set the scene by getting trainees to imagine the managers have just given a presentation of the redundancies to a meeting, and open the floor to the questions from the workers. The managers have to rephrase the questions (using language from exercise 7) and attempt to deal with the questions (using language from exercise 5).

Afterwards, tell them to imagine a later meeting, where the workers have given a presentation about their planned strike. This time the managers ask their hostile questions, which the workers have to rephrase and deal with effectively.

To make this easier, trainees could write their hostile questions down and pass them to the other group, to give them time to prepare in a stress-free situation. They will have a chance to practise more stressful Q&A sessions in exercises 8 and 9.

- 8 Tell trainees to read the instructions on page 92 to find out what they have to do. You could check they have understood by asking questions, e.g.:
- What does your company make? [**Answer:** cars or car parts]
  - What is the company planning to do? [**Answer:** enter a joint venture to produce a hybrid electric vehicle]
  - How will you know which question to ask? [**Answer:** By checking where the second hand is pointing]
  - Do you have to answer the questions? [**Answer:** No, you just have to repeat the question using phrases from exercise 6 or rephrase it using techniques from exercise 7.]
  - Why are the questions in different colours? [**Answer:** Black questions are neutral; red questions are hostile.]

### If you have an odd number of trainees

The game will work just as well in groups of three, with each trainee taking turns to ask/answer questions.

### Extension activity

Afterwards, elicit from the class the best ways of dealing with the hostile questions from the game.

- 9 Ask trainees to read the instructions on page 92 to find out what they have to do. Point out that the presentations themselves are not the focus of this activity, which is why they do not need to be especially powerful. The important thing is how trainees manage the questions they are asked during and after their presentations. Allow at least five minutes for trainees to prepare their mini-presentations. If they struggle for ideas, they could simply present their plans for the weekend or next holiday, with justifications for their choices. When the presentations are ready, make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

# Dynamic Presentations

## Trainer's Notes

### 10B Q&A sessions

#### Quote

Trainees read the two quotes to identify similarities and differences between the two opinions.

#### Suggested answers



Similarities: Both recommend preparing carefully for a Q&A session.

Differences: Sue Gaulke recommends writing down the questions and answers; Marjorie Scardino says she doesn't do this.

- 1 Trainees spend a few minutes thinking alone about their presentation and themes. If you think they will struggle to come up with ideas for their questions, use the Extension activity below. Alternatively, allow them to plan their presentations and questions (exercises 1 and 2) in pairs, and then swap partners for the question and answer practice (exercise 3).

#### Extension activity


This activity may be used as the main presentation for the module (introduced in exercise 1 and delivered in exercise 9) or as a supplementary presentation to give trainees a second chance to practise before or after the main presentation.

If you have internet access and a data projector in the classroom, you could play an extract from the TV programme *Dragon's Den*. See, for example, <http://www.youtube.com/watch?v=kzcQtXA5Gc8>. You may need to explain that this programme involves entrepreneurs trying to persuade a group of potential investors (the 'dragons') to invest in their businesses. The situation and the money are real – there are no actors. The initial pitch is followed by a question and answer session, which can be extremely stressful for the entrepreneurs, as the dragons tend to ask very difficult questions before deciding whether to invest or not. If an offer is made, there may follow a negotiation to improve the offer.

Play the clip up to the end of the initial pitch. Trainees then work in pairs to reduce the pitch into three themes. Trainees can use these themes to predict the questions that the dragons might ask (see exercise 2). Afterwards, brainstorm a list of questions onto the board and then watch the question and answer session to check if the same questions or similar questions were asked.

Trainees then work in pairs to come up with an idea for a business and a pitch for investment. The idea can be silly or humorous, and the pitch does not need to be especially good: the purpose of the exercise is to create a context for a question and answer session. Later, trainees predict the questions they might be asked (after exercise 2) and role play the pitch and question-and-answer session (after exercise 9).

- 2 Trainees work alone or in pairs to predict the questions for each theme.

- 3 Trainees work with a (new) partner to outline their presentations. Point out that they are not delivering their full presentations yet; this will come in exercise 9. Point out also that these question and answer sessions are supposed to be low-stress preparation; again, the high-stress performance will come in exercise 9. They take turns to ask and answer questions, both the ones from exercise 2 and any new ones their partner may come up with. They should support their partners and help them to answer the questions as effectively as possible.
- 4 Trainees discuss the questions with their partners and then feed back to the group. Again, point out that the aim here is to be supportive and to find solutions to the most difficult questions. You may want to refer trainees back to the advice in Module 10A.
- 5  2.29 Discuss with the class whether they have ever come across the situation described and what they / the speaker did to deal with it. Elicit possible strategies. Then play the recording for trainees to see if their ideas were mentioned. Discuss the effectiveness of the three techniques with the class.

### Extension activity

Trainees read the audio script on page 61 to underline useful phrases for inviting questions and for dealing with a lack of questions.

### Suggested answers



Inviting questions:

- Are there any questions you'd like to ask at this point?
- I'm sure you have a lot of questions, which I'll be happy to answer now.
- I think we've got about ten minutes for Q&A. So, if anybody has a question, they'd like to ask, erm ...


Dealing with a lack of questions:

- Erm, one thing you might like to know a bit more about is ...
- OK, this always happens, doesn't it? Everybody's got a question but nobody wants to be the first to ask.
- Yes, actually, I know, could I ask you to just turn to a neighbour and compare your thoughts on some of the things we've talked about this morning. And I'll take any questions in a moment. OK ...

- 6 Trainees work in pairs to match the expressions to their functions and then feed back to the class.

### Extension activity

Trainees test each other in pairs by reading a function to elicit a useful phrase from their partners.

- 7  2.30 Tell trainees to cover the phrases from exercise 6 in order to focus on the functions, not the phrases. Then play the recording for them to note the different functions each speaker uses.
- 8 Tell trainees to read the instructions on page 93 to find out exactly what to do. You could suggest some simple topics (e.g. *How to play golf*; *How to drive a car*; *How to make coffee*). Point out that they should aim to practise the language from exercise 6 as much as possible, plus their own ideas. They then follow different routes through the question maze, repeating the activity three or four times.

### If you have an odd number of trainees

If you have an odd number of trainees, the game will work just as well in groups of three, although the roles will change during the game (i.e. Student A [questioner] → Student B [presenter] → Student C [questioner] → Student A [presenter] → etc.).



- 9 Go through the advice with the class, eliciting more examples of the questioning techniques from exercise 6. [**Suggested answers:** (Context) Going back for a moment to what you were saying about ...; (Context) You told us ... (Question) Do you have any data to support that?]

Tell trainees to read the instructions on page 93 and ensure they know what to do.

They then spend some time alone or in pairs, at home or in class, preparing their mini-presentations and especially preparing for the Q&A session.

When the presentations are ready, go through the bank of phrases on page 93 to make sure trainees are comfortable with them all. Make sure all trainees have enough copies of the feedback forms for all the presentations they will watch and know how to use them – see Introduction.

- 10 Discuss the question and the quote with the class. You may need to check some of the vocabulary or idiomatic language, especially *to fade* (= to disappear gradually) ... *into oblivion* (= never to be seen again).

### Extension activity

Tell trainees to write a second close to the presentation they prepared in exercise 9 (and/or the presentation from the Extension activity after exercise 1). They take turns to deliver their post-Q&A close to a partner. Ask volunteers to deliver their closes to the class.

# Dynamic Presentations

## Trainer's Notes

### Bringing it all together

#### Quote

Use the quote to discuss with the class what it means to have 'successfully completed the course'. You could refer back to the questionnaire on page 5 (Preparing to present) and possibly ask trainees to complete the questionnaire again, either alone or with a partner, to assess their progress, to identify any remaining weaknesses. When you discuss the questionnaires with the class, suggest (or elicit from other trainees) some ways to keep working on those weaknesses after the course.

#### Tip

Trainees will need to work through the exercises in this section alone, preferably at home. However, it will be useful to go through the sections with the class to make sure everyone understands what to do for each exercise and why it is useful. The notes below are therefore for a quick face-to-face session, but trainees will need to go back through the exercises slowly and carefully at home.

- 1 Make sure all trainees either have a good idea for their big presentations or are confident that they will think of one. Ideally, they should present as themselves rather than as part of a role play.
- 2 Discuss with the class why this is important.

#### Suggested answer

This will be the take-home message for the audience, which the whole presentation should reinforce.



- 3 Discuss with the class why this stage of the presentation should be non-digital.

#### Suggested answer

Moving pieces of paper around can be very good for people with a strong kinaesthetic intelligence, but all intelligence types can benefit from the non-linear associations that can arise from this type of brainstorming / idea-generating technique.



- 4 Trainees read the advice to find at least five metaphors. Discuss the meaning of the metaphors with the class.

**Suggested answers**

- peak = the top of a mountain or the high point in a graph. The idea is that if we plot a graph of levels of attention against time, there will be peaks and troughs. It is useful to predict and plan this.
- hook = a metaphor from fishing. The fish sees a hook disguised as food and swallows it, enabling the fisherman to catch the fish. In a presentation, the hook is what gets the audience to want to listen, and enables the presenter to 'catch' them.
- bang = a metaphor suggesting a firework display at the end of an event, to create a memorable feeling of completion.
- steak = meat. A meaty presentation is full of useful and important information.
- sizzle = the noise made by frying meat (e.g. sausages, bacon). At a barbecue, it can be just as much fun to cook the food (and to listen to and smell the cooking food) as to actually eat it. But the steak and sizzle metaphor reminds us that if the food itself is disappointing, we are left with a feeling of being cheated by the cooking process.

- 5 Elicit from the class which module covered this skill. [**Answer:** Module 5A, pages 22– 23]
- 6 Trainees close their books. Elicit from the class a range of impact techniques and then tell them to check the list on page 51 to see if they have forgotten anything. Elicit examples of each of the techniques.
- 7 Trainees close their books again. Elicit rules for designing slides and then tell them to check the list on page 51 to see if they have forgotten anything. You may need to remind them of the 10–20–30 Rule (see page 66).
- 8 If trainees are preparing their presentations at home, suggest that they meet up with a partner before the next lesson to practise. Alternatively, they could deliver their presentation to a family member or colleague in order to get feedback.
- 9 Discuss with the class how to handle the three types of questions (see Module 10A). Go through the D8 system (see page 46) with the class to make sure they remember how/when to use each 'D'.
- 10 When the presentations are ready, make sure everyone has copies of the feedback form and knows how to use it. Allow plenty of time for all trainees to deliver their presentations to the class, to run a Q&A session and to get feedback – probably at least 15 minutes per presentation. This is the most important part of the course, so it is important not to rush it. If you have access to a video camera, you could record these final presentations and let trainees have a copy to keep and to prove their skills as presenters.