Prepare and present a talk

Welcome to the learning topic *Prepare and present a talk.*

Many people become anxious when they are asked to present a talk to a group of people—and that’s only natural. However, the skills we use in giving an effective presentation are not difficult to learn. The best thing is, the more you practice, the better you will become.

You don’t have to be an award-winning actor or a politician to be asked to give a talk. People of all ages, from all walks of life, are often asked to share their knowledge and experiences with other people.

The most important thing to remember when giving a talk is that it is a two-way process. Even though you might be doing most, or even all, of the speaking, the audience will still be participating in the communication process with you. They will be responding to what you say, so it is important that you understand your audience as well as your topic.

If there are any words you do not understand, check the glossary at the end.
Appropriate use of subject matter

Context

When you are asked (or volunteer) to give a talk, you need to think about the context of the talk. Looking at the context of the talk means taking into consideration what else is related to your talk.

For example, if you are asked to give a talk about the possible introduction of one-way streets in the central business district of Coffs Harbour, you might need to work out whether the talk will be in the context of pedestrian safety or whether it would in the context of overall town planning for the next twenty years.

The content of your talk for both these contexts may be largely similar. However, understanding what else is going on is important in making your talk relevant and useful to the audience.

The table below lists some of the points you might want to consider for your talk in each of the contexts mentioned.

<table>
<thead>
<tr>
<th>Context</th>
<th>Points to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedestrian Safety</td>
<td>Wider footpaths in one-way street</td>
</tr>
<tr>
<td></td>
<td>Would traffic speed increase or decrease in a one-way street?</td>
</tr>
<tr>
<td></td>
<td>Installation of traffic calming devices</td>
</tr>
<tr>
<td></td>
<td>Better visibility</td>
</tr>
<tr>
<td>Town planning for the next 20 years</td>
<td>Future roads/overpasses planned</td>
</tr>
<tr>
<td></td>
<td>Projected increase/decrease in population</td>
</tr>
<tr>
<td></td>
<td>Need for overall review of CBD traffic flow</td>
</tr>
<tr>
<td></td>
<td>Plans for shopping malls rather than main street strip shopping</td>
</tr>
</tbody>
</table>

You can see from this chart that the context of the talk has a great deal to do with the choice of appropriate subject matter.
Purpose

Before you start gathering information and material for your talk, you should ask yourself ‘what do I want to achieve?’ The answer to this is your purpose.

There are many purposes for giving a talk but the most common purposes are to inform and to persuade. No matter what your purpose is, it is important that you research, select and present appropriate subject matter to help achieve your purpose.

You must be careful not to select material only because it suits your purpose. There is a saying—‘lies, damned lies and statistics’—which is often repeated by people who feel that information has been manipulated to make a point.

For example, you might find out in the course of your research that 70% of people surveyed thought that a one-way street in the middle of Coffs Harbour would be an improvement. This sounds like a very convincing piece of information to include in your talk. However, if only ten people were surveyed and only six of them actually live in Coffs Harbour, then this information doesn’t have a great deal of authority.

Activity 1: Purpose of a talk

Next to each topic, list what you think the purpose of someone speaking in this topic might be.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean Up Australia Day</td>
<td></td>
</tr>
<tr>
<td>Why Australia should become a republic</td>
<td></td>
</tr>
<tr>
<td>How to build a canoe from natural materials</td>
<td></td>
</tr>
</tbody>
</table>

There is feedback for this activity at the end of this topic.

Audience

Once you have understood the context of your talk, and have established your purpose, you must then find out information about your audience.

The more you know about your audience, the more you can tailor your talk to their expectations, needs, and existing knowledge.
What are the audience’s expectations?

All audiences have one simple expectation—they want to become involved in what you are telling them. Regardless of the purpose of your talk, you need to engage with your audience—intellectually, socially and emotionally.

This might sound difficult, but it’s not that hard. What it means is that you need to make the audience care about what you are discussing. To do that, you need to know your topic, express enthusiasm through your voice and non-verbal communication, and connect with your audience through gestures, eye contact and reference to their situation, needs or interests.

For example, in a talk about one-way streets in relation to pedestrian safety, you can engage with your audience by discussing experiences of different people as a pedestrian—a child, a teenager, a parent with a pram and an older person, for instance. As everyone is a pedestrian at some point, this is a good way to establish common ground.

![Figure 1: Engage with your audience by discussing experiences that are common to most people](image)

What are the audience’s needs?

The most obvious need of an audience is to be informed. As a general rule, you, as the speaker, have more authority and greater knowledge than the members of your audience. Audiences also need to be stimulated and entertained. Most people don’t have a very long attention span so you need to think about ways to vary your delivery and to make your talk ‘come alive’ where possible.

Often people attend talks to have their own points of view validated. They already agree with what you are saying, but they want to know that they are not alone. Sometimes, of course, your audience members will have opposing views and may be looking for an opportunity to express them.
Good preparation and an open approach will help you deal with these situations.

What is the audience’s existing knowledge?

It is very important to find out how much your audience already knows about your topic. What do you think will happen if you tell them information they already know? It is almost inevitable that you will lose their attention and their respect. On the other hand, if you assume that your audience has knowledge which it does not have, then your talk may be incomprehensible to many of them.

Often, of course, your audience will have differing degrees of knowledge of the topic you are discussing. What do you do then? A good strategy in this instance is to:

- acknowledge that some audience members may already know what you are about to outline
- explain that it is important for all the audience to have the same starting basis for your talk
- cover the basic information as clearly and concisely as possible, providing handouts if necessary
- move on to material which is new to all audience members as soon as possible.

For example, in your talk about converting the main street to a one-way street in the context of town planning for the next twenty years, you may have a number of people from out of town who are not familiar with Coffs Harbour. You would have to spend some time ensuring that they understood the town as it is (perhaps using overhead transparencies or similar) before you could talk about possible changes.

How do I find out what the audience’s expectations, needs and existing knowledge are?

Ideally, when you arrange to give a talk on a particular topic, you will have an opportunity to research your audience. The person organising the presentation should be able to give you information regarding:

- who will be in the audience (number of people, age groups, gender, backgrounds, and so on)
- why people are attending the talk (for instance, is it part of a course, conference, special interest or community project?)
- how much people know about the topic
- any special needs of the audience (technical information, interpretation of technical terms or jargon, and so on).
If you are unable to obtain this information ahead of time, it is still possible to give a relevant presentation providing that you have done solid preparation for your talk. Make sure that you have plenty of material to cover all possible audience needs (within reason!) and then start your presentation by asking your audience why they are there! If you choose to do this, it is important that you sound confident about your topic rather than as though you are not sure what you are going to talk about!

For example:

‘Welcome to the Coffs Harbour Chamber of Commerce monthly meeting. I have been asked to talk to you today about the proposed changes to Main Street. I know that this is a very big issue in Coffs at the moment—would some of you like to tell me what is the one thing that they see as the most important factor influencing this decision. Please limit your comments to one or two sentences so we can get a range of points of view.’

An opening statement like this will give you a great deal of information about the attitudes of audience members—and the reactions of audience members will give you even more. You must, however, be able to control the audience and also to limit this input to about five minutes otherwise you won’t end up having a talk to give!

**Activity 2: The audience for a talk**

Imagine you are giving a talk to a group of Year 6 primary school students about what to expect at high school.

Under each category below, list three points you might consider in relation to this audience.

**Needs:**

________________________________________

________________________________________

________________________________________

**Expectations:**

________________________________________

________________________________________

________________________________________
Existing knowledge:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

There is feedback for this activity at the end of this topic
Delivering a talk

Watch, listen and learn

One of the best ways to improve your own speaking skills is to observe and listen to other people speaking. Try to work out what works well and what does not. Try to identify habits which distract you when listening to a speaker, and make sure that you don’t have any of your own. Learn to evaluate other people’s speaking styles and also your own. Make sure that you listen to a wide range of speakers—those you meet face to face, those you hear or see on radio and television, indigenous speaks and non-indigenous speakers. An experienced speaker learns to adapt their style to their audience and can build rapport with most audiences.

Activity 3: What works in a talk

Listed below are a range of qualities and behaviours you may observe during a talk. Tick the ones you think are useful and will contribute positively to a talk.

<table>
<thead>
<tr>
<th>A clear voice, with varying pitch, pace and volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>A relaxed but alert way of standing or sitting</td>
</tr>
<tr>
<td>A great deal of movement around the stage or room</td>
</tr>
<tr>
<td>Lots of hand gestures</td>
</tr>
<tr>
<td>An overhead transparency or handout for each point made</td>
</tr>
<tr>
<td>Focusing on people in the front rows</td>
</tr>
<tr>
<td>Using a lot of slang and jargon</td>
</tr>
<tr>
<td>Telling jokes</td>
</tr>
</tbody>
</table>

There is feedback for this activity at the end of this topic
Voice

What you say is very important to your audience. How you say it is just as important. Your voice conveys a lot of hidden messages. Think about actors: very few romantic leads (male or female) have high-pitched voices. Lower voices tend to be interpreted as more sincere and believable. This same point also applies to radio and television news readers; women in these jobs tend to have lower-pitched voices than the majority of the female population.

If your voice is naturally high pitched, or if you tend to become a bit squeaky when you are excited or nervous, then you need to practice lowering the pitch. Don’t aim for a dramatic change, just drop your voice a little and note the difference.

Speaking a little more slowly also helps you to increase your credibility with an audience. However, be careful not to slow down so much that you lose their interest! Vary the pace of your voice—speak more slowly to emphasise very important points and perhaps speed up a little to convey exciting news—as you would naturally.

Use volume also to keep your audience’s interest. This does not mean shouting to get their attention! Often lowering your volume is even more effective than raising it—so long as people can hear what you are saying.

Using pauses is another effective technique in successful speaking.

Pauses:

- give the audience time to think about what you are saying
- indicate a change of topic or direction
- emphasise a particular point
- allow the audience to react.

Remember that in many ways, speaking in public is different to a private conversation in both content and delivery. However, audience members must feel like they are part of a private conversation with you.

The most successful public speakers use an enhanced conversational style—that is, a natural speaking voice adjusted to make it easier for an audience to understand.
Activity 4: Practicing a talk

Choose a passage from a magazine or book that interests you. Read it aloud a number of times. Each time you read it, make some changes to the pitch, pace or volume. Ask a friend or family member to give you some feedback on how these changes affect their listening and understanding of the topic. Or you can use a tape recorder—vary your pitch, pace, volume and tone and listen to the way in which these changes impact on the delivery of the message.

There is feedback for this activity at the end of this topic

Non-verbal communication

Non-verbal communication is often called ‘body language’ but it is in fact far more than just gestures and eye contact although these are important elements of non-verbal communication.

Previously you may have examined stance, eye contact and gestures. Remember that appearing to be confident will reinforce the audience’s willingness to listen to what you have to say. The flow-on benefit is that this reaction will boost your confidence.

Your stance and gestures need to convey enthusiasm to the audience just as much as your words and voice should. Culturally appropriate use of eye
contact, turning your body towards different sections of the audience and using arm and hand gestures can all help to convey this energy.

Non-verbal communication can also lead to confusion and communication breakdown where people are unaware of different meanings and interpretations of gestures, facial expressions and body movements.

Interpreting other people’s non-verbal communication can be fun and can often help us communicate more effectively. Be aware however that there are many books and videos which deal with ‘body language’ but give very narrow interpretations of what a particular gesture or movement can mean.

Be careful not to over-analyse other people’s behaviour. Look instead at the whole picture—what people are saying and how it connects with their non-verbal communication.

Not just body language

How you use space and time are two other important aspects of non-verbal communication. As a speaker, you are in control of the space around you and more importantly, the space between yourself and audience members. In more formal presentations, you may be speaking from a podium or a stage, but in less formal situations you may be on the same level as the audience members and be able to move towards them and across the room. Remember not to move around too much, as you don’t want to distract the audience from what you are saying.

Starting right and finishing tight

Like a competitive swimmer, the start and finish of your talk are at least as important and often are more important than the middle section.

The beginning of any presentation sets the tone and indicates to the audience what to expect in the presentation. A confident presenter with a clear introduction will encourage the audience to react positively to the talk. An obviously nervous and unsure presenter with a vague or lengthy introduction will often ‘switch off’ the audience before the talk is fully underway.

Make sure that you calm your nerves by a few deep breaths, walk confidently to where you will be speaking and then take a few moments to gather your thoughts (and to focus the audience) before you start. If you are being introduced to the audience, remember to look at the person introducing you and to thank them before you start speaking. Make your opening sentence simple and focused on the audience. For instance:

‘I am here today to share with you my experiences of Siberia. Travelling across this remote country has been, undoubtedly, one of the most exciting but anxious periods of my life.’
The use of the words ‘share with you’ link the audience to the speaker; by the words ‘exciting but anxious’ create empathy.

Some speakers like to start with a joke. Only use humour if it is relevant, you know the audience will understand it, it is not offensive to any person or group and it is actually funny!

You could also consider attention-getters, such as a personal story, a quotation or a startling statement or statistic—so long as they are related to the topic.

Ending your talk effectively is also very important. Make sure that you signal to your audience when you are about to start your conclusion. Even inattentive listeners will tune in again at this point if alerted. Phrases such as ‘to conclude’, ‘in conclusion’ and ‘to summarise’ all work well.

A word of warning—once you have given this signal, then you must finish your talk very quickly. This is your final opportunity to state the key points of your talk. Do so clearly and then finish. If you haven’t made your point by now, it’s too late. Here is an example of a conclusion to a talk:

‘So, in conclusion, I would very strongly suggest that if you are planning a trip to Siberia, you should use the services of a professional guide. You will save time and money and gain access to sites of historical and cultural importance which the independent traveller will never see. Thank you for allowing me to share my experiences with you. Good night.’

There is an old saying about public speaking which has some elements of truth: ‘Tell them what you are going to tell them, tell them and then tell them what you have told them’. Just make sure that you don’t bore them!
Culturally appropriate communication

As if communication wasn’t already complicated, it becomes even more difficult once we start to consider the expectations and traditions of different cultures. Let’s look at some of the aspects of culturally appropriate communication with Aboriginal people when compared with the styles of communication expected by non-Aboriginal people.

Don’t forget that there are also varying protocols, traditions and expectations among Aboriginal people from different parts of Australia— just as there are among non-Aboriginal people.

Welcome and acknowledgements

Formal talks usually start with a welcome to both the audience and to the speaker. Often an MC (Master of Ceremonies) will introduce the speaker to the audience, providing some background about the speaker or perhaps listing their achievements or expertise on the topic being addressed.

When an Aboriginal person is giving the talk or is part of the audience, it is now standard practice to follow certain protocols. These include acknowledgement of the Country and its custodians, any Elders who may be present, and Aboriginal people from the community as well as other significant audience members. A ‘Welcome to Country’ is generally conducted by an Elder of the country where the talk is being given. An ‘Acknowledgement of Country’ can be carried out by anyone.

These protocols, acknowledging the traditional owners of the Country on which the talk is being delivered, are frequently being used even when there are no Aboriginal people present.

If you are unsure what is appropriate, then you need to ask. Often people are scared of offending other groups or nationalities, and it is certainly possible to do so. Asking what is appropriate in any situation and trying to look at it from the other person or group’s perspective will help reduce the likelihood of any offence being caused.

Using people’s names

In Australia, we tend to be an informal society and we take pride in our friendliness. It is important however to realise that many other countries do
not use first names as casually as we do, and certainly not without knowing someone for a long time. As with welcoming protocols, it is a good idea to check what is appropriate when referring to another person and also when introducing them. Be especially careful to check details like titles (Doctor, Professor, Mrs, Ms or Miss, Reverend or Father and so on), pronunciation and the degree of formality preferred.

It is always a good idea to use a person’s surname as well as a first name, even in informal situations. Members of the audience may want to follow up a reference or contact the other person at some time. You can do this easily by using phrases such as:

‘My colleague, Mr Jim Smith, has been researching this matter for ten years. Jim has mapped the migration patterns of the common seagull …’

One very important cultural point you must observe in relation to using people’s names is the common Aboriginal protocol of not using the name or image (for instance, a photograph, film or drawing) of someone who has died, without the permission of their family. Again, the protocols vary from area to area. However you can avoid this breach of protocol by having a warning attached or given at the beginning that the photograph, film or drawing may contain images of deceased persons.

**Other matters to be considered**

There are other matters which you should consider when preparing a talk which involves Aboriginal people. You should note that there are some matters which are considered to be specific to men or to women and are not shared with the other gender.
Activity 5: Behaviours and what they communicate

Match the following behaviours to what you think they communicate:

<table>
<thead>
<tr>
<th></th>
<th>Behaviour</th>
<th>Number</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Nodding your head</td>
<td>1</td>
<td>Being very shy or perhaps rude</td>
</tr>
<tr>
<td>B</td>
<td>Avoiding eye contact</td>
<td>2</td>
<td>Being rude, avoiding someone</td>
</tr>
<tr>
<td>C</td>
<td>Someone crossing the street to walk on the other side from you</td>
<td>3</td>
<td>Indicating you agree with someone</td>
</tr>
<tr>
<td>D</td>
<td>Pointing your finger</td>
<td>4</td>
<td>Being ashamed or lying</td>
</tr>
<tr>
<td>E</td>
<td>Not speaking</td>
<td>5</td>
<td>Showing a direction or where someone or something is</td>
</tr>
</tbody>
</table>

There is feedback for this activity at the end of this topic

Further information

If you want to find out more about this issue you can go to:


You can find the details of these sources of further information in the ‘Additional resources’ section at the end of this learning topic.
Managing the presentation

When you are asked to give a talk you need to think about the presentation as a whole. Ask yourself some questions:

- What type of effect do I want to have on an audience?
- How can I achieve this?
- What help will I need?

Once you have thought about these questions, you can begin to manage the presentation.

Creating an effect

If you have been asked to give a talk or you have volunteered to do so, it is because you have something to offer the audience. This fact alone should give you confidence! While the content of your talk is important, you should think about the presentation as also being a performance. This is your opportunity to make an impact on the audience.

Often you will have to fit in with other speakers or make use of specific facilities that have been provided. However factors that you can change to suit your purpose can include:
● what you wear (clothing and jewellery)
● where you stand (or walk)
● the type of microphone you use (if you are using one)
● the types and amount of visual aids you use and when you use them.

A short example illustrates this point:

It was the first day of university for Janet. She had enrolled in an Arts degree and her very first lecture was for English Poetry. She had come from a very small high school and didn’t know what to expect. She arrived about ten minutes early for her lecture and sat half way down the massive lecture room. A man was standing facing the big blackboard at the front of the room. He didn’t turn around or write on the board during the next ten minutes as the other students all came in.

On the dot of ten o’clock he spun around and started to declaim… ‘I struck the board and cried “no more, I will abroad” …’.

You could have heard a pin drop. The whole room was mesmerized. Professor Harry Hesseltine had the students in the palm of his hand for the next hour and, in some cases, for the next three years.

There is no doubt that Professor Hesseltine is an authority on poetry. However, it was his effect on his audience that was such a powerful tool in delivering his message.

Imagine if instead he had just stood at the front of the room and said, ‘Good morning, today we are going to look at the poetry of George Herbert’. It probably would have been an informative talk, but not one remembered for years!

Not everyone is confident using such attention-getting tactics. However, you should experiment using strategies which you feel comfortable with. For example, if you have been asked to give a talk about your travels in Siberia, you could put up some travel posters of Siberia, wear a fur hat or have some Siberian folk music playing in the background before you start your talk.

Your appearance

How you choose to dress signals a great deal to your audience. To some extent, your appearance should reflect your audience’s expectations.

That is, if they are expecting to listen to a serious talk about town planning, a conservative appearance would reinforce the nature of the talk and would also ensure that the audience would not be distracted from what you are saying.
On the other hand, if you are a member of a student group talking to other students about planning an end-of-semester party, then casual, or even festive, clothes would be most appropriate.

The same guidelines apply to your choice of jewellery and makeup. Take into account both your audience and your purpose when deciding how conservative—or otherwise—you should look.

**Microphones**

You need to decide if a microphone is necessary. You will probably need to use a microphone if:

- you will be speaking outdoors
- you will be speaking in a room larger than a classroom
- there will be more than twenty people present.

If you decide to use a microphone, try to obtain a lapel microphone which is small, unobtrusive and clips on to your collar or lapel. These cordless microphones allow you to move around, you do not have to hold them and they eliminate the risk of tripping over the cord.

![Figure 4: A lapel microphone is unobtrusive](image)

If this is not an option and you must use a corded, hand-held microphone, then you should practice using it so that you know where to place it in relation to your mouth (slightly below your bottom lip is generally a good starting point) and how to manage holding both the microphone and your notes.
Using visual aids

Remember that whatever means you use to support or illustrate your talk, they must be:

- integrated carefully so as to not disrupt the flow of the talk
- easy to use, display or circulate
- relevant
- explained clearly.

Getting help

Remember, even if you are the only speaker, you can enlist people to help you. If you want notes written up on a whiteboard or on butcher’s paper, ask for a volunteer or nominate an audience member to help out. Similarly, if you are circulating handouts it is a good idea to get help rather than disrupt the flow of your presentation by walking around the room distributing papers.

Practicing

There are many advantages to practicing your talk:

- You will gain in confidence as you go over your material.
- You will also be able to judge the amount of time you need to conduct an effective presentation and make any adjustments.
- You can ask for feedback from friends and family members and therefore ensure that your information is clear and easily understandable.
Explaining information clearly

Once you have established the type of presentation you want to deliver and how to go about it, you need to consider how you are going to explain your information clearly so that all members of the audience, regardless of their level of knowledge, will understand what you are saying. Effective communication is generally considered to have occurred where there is shared meaning.

There are a number of ways you can explain your information effectively. We discuss these in the following sections.

Appropriate language

The first and most important point to remember is to use language appropriate to the audience. Simple words and short sentences are always an effective way to convey information. However, make sure that you do not sound like you are patronising your listeners—there is a difference between simple and simplistic.

If it is necessary to use technical language, you must make sure of two points.

1. make it known that you are using the terminology correctly
2. explain the technical words in plain English so that everyone understands what you are saying.

For example, if you were explaining how to get photographs from a digital camera onto a computer, you might need to use expressions such as ‘USB port’ and ‘upload’. Many people in the audience would probably understand what you meant. However, you should provide a simple explanation for those who might not be familiar with the terms. For example:

‘We have to connect the camera to the computer to allow the photographs to be sent from the camera to the computer’s memory. To upload the photos we use a USB cable. This cable [showing it] connects at one end to the camera [demonstrating] and the other end goes in the computer to a connection called a USB port [showing it]. The plugs at either end of the cable are quite different so you can’t confuse them. USB stands for “Universal Serial Bus” by the way.’
By now everybody in the audience would have the same level of knowledge on this point without the more advanced computer users feeling patronised. They might have learned something too!

Using acronyms (words made up of the initial letter of a group of other words) can be dangerous. Make sure that any acronym you use is explained if the word is not in everyday usage. For example, QANTAS is readily known as the brand name of an airline and is used so frequently that it is not necessary to explain that it is an acronym for ‘Queensland and Northern Territory Aerial Service’. However, the word ‘BAS’ (short for ‘Business Activity Statement’) is still new enough for some audiences to need an explanation of it.

Another area of language that you will need to think about carefully is jargon. Jargon is not quite slang and not quite technical language; it means words which are specific to a particular area of interest or knowledge and are commonly used.

If you are not sure if the words and expressions you are going to use will be readily understood you should ask a friend or family member, unfamiliar with your topic, to listen to you. Ask them to note anything which they think needs clarification. Often it is a simple matter to change a word or to use a few shorter words in place of a longer one.

**Activity 6: Jargon**

Write next to each of these jargon words what you think they mean:

<table>
<thead>
<tr>
<th>PB</th>
<th>Hat trick</th>
<th>Sure thing</th>
<th>Doublespeak</th>
<th>Downsized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There is feedback for this activity at the end of this topic.*

**Using examples and hypothetical situations**

Once you are sure that you will be using clear and direct language, it is time to think about how to make your presentation even easier to understand and more memorable at the same time.

Using examples (both real and invented) is an excellent way of demonstrating a point and giving weight to what you are saying.
For instance, when talking about his recent trip to Siberia, John was keen to convince his listeners that it was important for them to hire a local guide. Having travelled for ten days without a guide, he found that he was missing out on a lot of sights, being overcharged when changing money and spending a lot of time looking through a phrasebook rather than at the scenery.

Rather than just lecturing to his audience, John told them the following story:

‘Well, I was too cheap to hire a guide and I thought that I could find my way around just fine without one. It only took to my second day for me to realise that I was being overcharged each time I exchanged money. However, as I didn’t speak the language I had no way of arguing with the money changers. This was bad enough but it wasn’t until my second week that I realised that only authorised guides were allowed to take tourists into the Vechna Palace—which was one of the places I had been longing to see for ten years. By then there were no guides available for hire. So I missed out … and I have been kicking myself ever since.’

His anecdote makes his point clearly and gives two good reasons to support his suggestion that travellers to Siberia organise a guide before they arrive.

Examples don’t have to be real; you can make up situations to demonstrate your point. Usually these stories are preceded by the words ‘for example, if…’.

Later in his talk John is recalling his experience travelling on local trains.

‘The average Siberian is very friendly in a gruff sort of way. They tend to grunt at you a bit to start with but warm up quickly when there is some food or drink to be shared. They are very hospitable as a general rule, and it is a good idea to have some food with you so that you can reciprocate, particularly on long trips. For example, if you are travelling overnight, you might want to pack some chocolate and possibly even a bottle of brandy to help keep out the cold.’

Another good way of adding ‘colour’ to your talk is to use hypothetical situations—‘what if?’ scenarios. For instance, John might have described the following hypothetical situation:

‘Another good reason to hire a professional guide is to make sure that you get to see what you really want first. After all, what if a sudden cold snap hits and the whole of Siberia freezes up? At least with a guide you will have seen your most important destinations.’
Using sensory examples

Don’t forget that humans have five senses: as well as being able to hear, we can see, taste, touch and smell. Don’t limit yourself to words in delivering your message. Don’t limit yourself to only ‘visual’ aids—anything which is relevant to your talk and does not interfere with its natural flow can be used to enhance your talk.

A discussion about fabrics is as much about touch as it is about sight; a cooking demonstration is about smell and taste; a tour of a sculpture studio is about sight and touch. Think broadly when selecting your examples.
Structuring material logically in the presentation

Apart from having an introduction which outlines the purpose of your talk and a conclusion which summarises your information, you need to have an internal structure for your presentation.

How you choose to structure your material depends a lot on the content of your talk. There are a number of common ways of organising information. These include:

- chronological order
- geographical or spatial order
- order of importance
- order of need.

Chronological order

Chronological order means that information is organised and presented in the order in which events occur. For example, when talking about his trip to Siberia, John started at the beginning (his long-held dream of visiting Siberia, saving money, booking the trip) and then gave details of the trip as it occurred. His talk naturally ended at the end of the trip. Reverse chronological order might be used if you were introducing a speaker to an audience: you might describe their most recent and relevant accomplishments before you discussed their university then high school education and activities.

Geographical or spatial order

This type of order relates to the location of things or their relationship to one another. A real estate agent describing the interior of a property they are trying to sell may talk about the outside of the house (the front yard), then the front rooms, the middle rooms and then the rooms at the back of the house before describing the back deck and yard.
Order of importance

The most common example of order of importance is in newspaper journalism where the first five paragraphs (which are usually the first five sentences) include information about who, what, where, when and why. Not surprisingly, press conferences often follow the same format. When organising information according to its importance, you provide your listeners with the most important fact first. Examples, additional evidence and other information can follow. Often order of importance is used in talks which involve instruction or education.

Order of need/urgency

The most common example of this way of organising information is the giving of instructions. Written and oral instructions are based upon providing information in the order in which it is needed or used. Frequently the information is preceded by warnings regarding possible danger—the most needed information! This is then followed by a step-by-step description of how to do something.

Imagine that you are giving a talk on changing the oil in a car. One of the things your audience might need to know (before they start) is that a container should be placed at the appropriate position under the car to catch the used oil as it drains out! This is probably not the most important point about changing the car oil, and possibly not the first step (which might be purchasing suitable oil or jacking up the car safely) but it could be a good one to highlight first.

Often we combine two or more of these methods of organising information to make a logical presentation. John’s talk about his trip through Siberia will be both chronological (when it happened from start to finish) and geographical (as he moved from place to place). His conclusion, giving advice to future travellers to the area, may well be in order of importance.

Organising according to needs

Your needs

Once you have done your research and gathered your information, you need to organise it so that it achieves the purpose of your talk. Think carefully about what you want your audience to know at each stage of your talk, and how you hope they will react. If John’s trip to Siberia ended with him being deported because he ran out of money, should he reveal this to the audience at the start of the talk or at the end?
Should your presentation about the proposed one-way main street in Coffs Harbour start with an outline of the establishment and development of the business district or should you immediately highlight the advantages (and/or disadvantages) such changes are expected to bring to the town?

As a presenter your needs may include:

- engaging and maintaining your audience’s interest
- informing them
- educating them
- entertaining them
- persuading them.

Take these factors into account when deciding how to structure your presentation.

### The audience’s needs

All audiences have one basic need—not to be bored! It is important to think about how to keep your audience engaged—whether by use of visual aids, giving them new information or a different view of things they already know. How you structure your talk can be as important as the content.

### Activity 8: Organising information

Next to each topic, write down what you think would be the most appropriate way to organise the information.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Method of ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to make a chocolate cake</td>
<td></td>
</tr>
<tr>
<td>Planning your financial future</td>
<td></td>
</tr>
<tr>
<td>Building a barbecue</td>
<td></td>
</tr>
<tr>
<td>Why I returned to full-time study</td>
<td></td>
</tr>
<tr>
<td>My role model</td>
<td></td>
</tr>
<tr>
<td>Safety in the surf</td>
<td></td>
</tr>
<tr>
<td>A history of the City of Sydney</td>
<td></td>
</tr>
</tbody>
</table>

*There is feedback for this activity at the end of this topic*
Summarising the main points in the presentation

The final stage of your presentation is your last opportunity to get your message across to your audience. Your conclusion should be a concise summary of your main points and is also an opportunity to invite your audience to seek further information (through questions, by contacting you later or by pursuing contacts or references you mention) or to encourage them to take some type of action. Remember, a summary is just that—not a repetition of what you have said earlier!

Signalling your intention

Letting your audience know that this is the final part of your presentation is very important. Watch how people react to the words ‘in conclusion’ or ‘to finish with’ or ‘in summary’. Almost without exception, we sit more upright and become more alert at this point. You should make the most of this opportunity by keeping your summary brief, lively and using active language.

Organising your key points

Most summaries will use order of importance to reinforce the key points of the presentation regardless of how the information was organised in the earlier part of the talk. Do not introduce any new information, examples, illustrations or explanations at this point. Use direct statements and make sure that there is no ambiguity in what you are saying. Keep this section of your talk as short as possible.

For example, consider the following summary:

‘In conclusion, I would like to remind you all that the issue of changing the main street of Coffs Harbour to a one-way traffic system, is one that affects us all. Today we have looked at the benefits to pedestrians in terms of increased safety and wider footpaths and the arguments both for and against the change as they relate to traffic flow and the impact on businesses in the area under discussion. Please note that all submissions must be in writing and presented to the Town Clerk by close of business on June 30th.’
This summary reminds the audience of what has been covered in the talk and of action that may now be taken, its form and its deadline.

John’s talk about his trip to Siberia might finish as follows:

‘Finally, I would like to let you all know that travelling in Siberia was the trip of a lifetime. The years of anticipation, saving and planning resulted in an experience which has changed my perception of the world and certainly my appreciation of home comforts! I learnt a lot about how other people live and even more about myself! I would encourage you all to travel—not just to see other places but to see yourself as part of our world.’

**Thanking your audience**

Don’t forget to thank your audience for their attendance and interest. Acknowledge the fact that they have given up their time to listen to you and show your appreciation. Keep your thanks simple and direct:

‘Thank you all for coming tonight. It is encouraging to realise how many members of the Coffs Harbour community are willing to take an active role in shaping our City. While we may have different views we are united in our desire to keep Coffs Harbour as the best place in the world to live!’

Here is an alternative example:

‘Thank you all very much for the opportunity to share with you my travel experiences. I hope that you have enjoyed hearing about Siberia as much as I enjoyed being there!’
Completing the presentation within time

Time is important in any presentation. Everyone values their own time more highly than anyone else’s and very few people are patient about being kept waiting. We also don’t like to waste time—so make sure that your presentation is concise and starts and finishes as planned.

Starting and finishing on time

Ensuring that your presentation runs on time is not only courteous but lets your audience know that you are in control of your material. Always start your talk at the time agreed upon; waiting until people arrive is rude to those who are there on time. It also condones the latecomers’ behaviour and encourages them to be late on the next occasion. Practicing your presentation a number of times will allow you to ensure that you finish on time. This also shows that you value your audience’s time.

Allowing time for questions

Make sure that you leave sufficient time for questions and let the audience know how long this will be. For example, you can end your presentation by saying, ‘Well, that’s the formal part of this presentation. We now have twenty minutes for questions … who would like to start?’. Often it is a good idea to let the audience know at the start when questions are appropriate. It is up to you to decide when the right time is. Questions during the presentation will allow the audience to express points of view and to clarify any points they might not be sure about. However, allowing questions during the presentation has some drawbacks.

Practice makes perfect

Don’t leave this important aspect of your presentation to chance. Practicing your talk will make sure that you have a good idea of how long each part of the talk will take and so will allow you to either edit or extend the talk to fit the time allowed. You should never add ‘filler’ just to extend the length of the talk. If your talk is too short, think about expanding the subject matter rather than just repeating material in different ways.
Be careful however that you don’t practice your presentation to the point where it becomes boring! If you find that you are starting to speak automatically and without any personal interest then you have overdone the practice!

**Activity 9: Completing the presentation within time**

Write ‘true’ or ‘false’ against each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is courteous to go back over information when people arrive late so</td>
<td></td>
</tr>
<tr>
<td>that they don’t miss out on what you have said.</td>
<td></td>
</tr>
<tr>
<td>It is best to leave questions until the end of a talk.</td>
<td></td>
</tr>
<tr>
<td>It doesn’t matter if your talk goes longer than intended if people are</td>
<td></td>
</tr>
<tr>
<td>interested in what you have to say.</td>
<td></td>
</tr>
<tr>
<td>You should wait until everyone has arrived before you start your</td>
<td></td>
</tr>
<tr>
<td>presentation.</td>
<td></td>
</tr>
<tr>
<td>Practicing your talk so that you know it word by word will make sure</td>
<td></td>
</tr>
<tr>
<td>that you don’t go over time.</td>
<td></td>
</tr>
</tbody>
</table>

*There is feedback for this activity at the end of this topic*
Evaluating your own performance

So now it’s over … what a relief! You have prepared and delivered your presentation and it went … how? You will probably have some mixed feelings about your performance. Some parts were probably better than others. You may have gained confidence as your talk progressed and so felt that it was better in the second part. Perhaps your rapport with the audience improved as the talk went on. Maybe the topic was not quite right for your audience—or the audience not right for the topic.

No matter how well or how poorly your presentation went, it is important that you have a process in place which will help you to evaluate your skills and so be able to improve at your next presentation.

Self-reflection checklist

Use this checklist to evaluate your performance. Try to be as honest as possible and give yourself credit for your good points as well as being critical about others.

If you wish, you can always ask a friend or family member to fill in the checklist as well. This will give you a useful extra perspective.
Facial expression | Lively | 1__2__3__4__5__ | Expressionless
--- | --- | --- | ---
Eye contact | Good | 1__2__3__4__5__ | Lacking
Energy and enthusiasm | Energy projected | 1__2__3__4__5__ | Lifeless
Posture (links and energy and enthusiasm) | Appropriate | 1__2__3__4__5__ | Inappropriate
Gestures | Appropriate | 1__2__3__4__5__ | Distracting
Voice
Volume | Too soft | 1__2__3__4__5__ | Too loud
Speed | Too fast | 1__2__3__4__5__ | Too slow
Intonation | Lively | 1__2__3__4__5__ | Too slow
Pronunciation (even if accented) | Clear | 1__2__3__4__5__ | Too slow
Pause (where appropriate) | Too long | 1__2__3__4__5__ | Too short

Once you have evaluated your presentation you can use the forms in appendix 1 located at the back of this topic as a reference.

**Building your skills**

Once you have honestly evaluated the different elements of your performance, take time to work out what you need to do to improve your skills. There are many books, videotapes and courses which can help you. Watching and listening to other presenters is an invaluable resource. Remember that even the most experienced public speakers are continually learning and improving. Each presentation is an opportunity to improve and to practice your skills. Don’t be afraid to ask for feedback from audience members—ask them what they enjoyed about your talk and what suggestions they can make for future presentations. Try to ask a number of people because we all have different expectations. Be confident in your own ability—when you have something worth saying it is also worth saying it effectively!
Activity 10: Planning for a talk

Scenario: Pat and Joe

It is only one week before the end-of-term showcase. Pat, Joe and the team are well organised and are sure the showcase will go well. However, at the weekly meeting, they were reminded that one of them had to give a brief talk at the end of the showcase to explain how the showcase was planned and to thank all the helpers. Everyone agreed that Pat should give the talk as she had been the first person appointed to the team. Pat is flattered but is also a bit worried that people will just want to go home at the end and not listen to her talk.

She asks the team:

- How can she make her talk interesting and relevant?
- How can she link it to the showcase?
- How long should she talk for?
- How should she finish the talk?

Give Pat some good advice based upon what you have learned.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

There is feedback for this activity at the end of this topic
Summary

I have learned the following

After completing this learning topic I can do the following:

- use subject matter that is appropriate to the context, purpose and audience of a presentation
- demonstrate conventions of formal delivery and deliver presentation effectively
- use verbal and non-verbal communication that is culturally appropriate to the audience
- manage a presentation
- explain information and ideas clearly during a presentation
- structure the material logically in a presentation
- summarise main points in a presentation
- complete a presentation within time
- evaluate my own performance.

If you haven’t achieved some of these skills, go back to the relevant section and have a look at it again or go to ‘Further information’ at the end of each section.
Glossary

**Audience**
A group of people listening to a presentation—this can range from one person to thousands.

**Context**
The surrounding information or experiences which help determine the meaning of what is being said.

**Culturally appropriate**
Language, gestures and information which are relevant to a particular culture and take into account that culture’s beliefs, practices and taboos.

**Formal**
Tending towards less spontaneous behaviour or style; using established patterns.

**Gestures**
How we use our hands and other body parts to communicate. Gestures can stand alone or reinforce verbal communication.

**Hypothetical**
Imaginary but possible.

**Informal**
Less structured than a formal situation; more relaxed.

**Jargon**
Jargon is not quite slang and not quite technical language; it means words which are specific to a particular area of interest or knowledge and are commonly used.

**Protocols**
Expected standards of behaviour and speech, often particular to a group of people or a place.
**Slang**
Casual language which relates to a group, profession or place; an ‘in-language’. Slang is often very short-lived, and is difficult for people outside the group to understand.

**Technical language**
Language related to a particular job or profession, such as ‘legalese’, ‘computerspeak’ and so on.
Suggested answers to activities

Activity 1

Next to each topic, list what you think the purpose of the speaker might be.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean Up Australia Day</td>
<td>To inform the audience about what Clean Up Australia Day is, how it works and possibly to recruit volunteers</td>
</tr>
<tr>
<td>Why Australia should become a republic</td>
<td>To persuade the audience to a particular point of view</td>
</tr>
<tr>
<td>How to build a canoe from natural materials</td>
<td>To instruct the audience</td>
</tr>
</tbody>
</table>

Activity 2

Needs:

- They might need information about which schools they might attend.
- They might need information about how the school day is organised (length of lesson periods, lunch breaks and so on).
- They might need information about uniforms.
- They might need to feel less anxious about going to high school!

Expectations:

- They might expect you to know a lot about high school and perhaps have attended one of the local schools.
- They might expect you to talk to them in language they understand (including appropriate slang).
- They might expect you to be able to answer the questions.

Existing knowledge:

- They might have heard a lot of gossip about high school—both good and bad.
- They might have older brothers, sisters, cousins or friends already at High School.
- They might have visited a high school open day.

**Activity 3**

Qualities and behaviours that may be useful are ticked below, and explanations are given.

<table>
<thead>
<tr>
<th>Quality/Behaviour</th>
<th>✓/☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear voice, with varying pitch, pace and volume</td>
<td>✓</td>
</tr>
<tr>
<td>A great deal of movement around the stage or room.</td>
<td></td>
</tr>
<tr>
<td>You should avoid standing totally still but too much movement can distract the audience and possible lose their attention</td>
<td></td>
</tr>
<tr>
<td>Hand gestures which emphasise key points</td>
<td>✓</td>
</tr>
<tr>
<td>An overhead transparency or handout for each point made.</td>
<td></td>
</tr>
<tr>
<td>Overheads and handouts should be used as summaries of key points only.</td>
<td></td>
</tr>
<tr>
<td>Focuses on people in the front rows.</td>
<td></td>
</tr>
<tr>
<td>A good speaker will engage with the entire audience through gestures, eye contact and acknowledging the presence of everyone eg ‘The people up the back seem to have a good understanding of this point’.</td>
<td></td>
</tr>
<tr>
<td>Uses a lot of slang and jargon.</td>
<td></td>
</tr>
<tr>
<td>While some use of slang or jargon can help you bond with a group, you run the risk of alienating other people who may not know what you are talking about.</td>
<td></td>
</tr>
<tr>
<td>A relaxed but alert way of standing or sitting.</td>
<td>✓</td>
</tr>
<tr>
<td>If you are relaxed, the audience will automatically feel confident and relax also. If you are extremely nervous then you need to act relaxed! Practice standing and sitting in relaxed postures. Avoid holding notes if your hands have a tendency to shake.</td>
<td></td>
</tr>
<tr>
<td>Telling jokes.</td>
<td>🟢</td>
</tr>
<tr>
<td>This can be good—and bad. Don’t tell jokes which make fun of anyone and only tell jokes which are relevant to the topic. Make sure that the joke is actually funny and that you can deliver it effectively. If you are not sure—don’t!</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4

You will probably find that different people will have different reactions to your readings. To get useful feedback ask your audience questions like:

- What made it easier to understand?
- Was the volume too soft or too loud?
- Did I speak too fast to understand, or were you bored because it was too slow?

Once you have their feedback, try again!

Activity 5

You may have made the following matches. However, read the text in italics for more information.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Nodding your head</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indicating you agree with someone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In many cultures a head nod means ‘No’ and a head shake means ‘Yes’!</em> Also remember that some people will nod their head to encourage the speaker—it doesn’t necessarily mean that they agree with you or even understand what you are saying.</td>
</tr>
<tr>
<td>B</td>
<td>Avoiding eye contact</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being ashamed or lying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>This may be the case but often avoiding eye contact is a means of showing respect to an Elder or more senior person. This applies to many cultures.</em></td>
</tr>
<tr>
<td>C</td>
<td>Someone crossing the street to walk on the other side from you</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being rude, avoiding someone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>This might be the reason but don’t forget, sometimes people just don’t see you.</em></td>
</tr>
</tbody>
</table>
Pointing your finger

Showing a direction or where someone or something is.

Some cultures consider pointing to be very rude. You can gesture just as effectively by using all your fingers with the palm turned vertically.

Not speaking

Being very shy or perhaps rude.

In Aboriginal culture silence is a valued part of communication. Not speaking does not necessarily mean a person is not participating.

Activity 6

<table>
<thead>
<tr>
<th>PB</th>
<th>Personal best time (used in swimming and many other sports as a measure of an athlete’s personal achievements).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat trick</td>
<td>Originally this related to cricket where a bowler who took three wickets with three successive balls. It now applies to almost any sport where the person competing carries off some feat three times in quick succession, such as scoring three goals in one game of soccer.</td>
</tr>
<tr>
<td>Sure thing</td>
<td>A horse which an investor (punter) or tipster believes is unbeatable in a race.</td>
</tr>
<tr>
<td>Doublespeak</td>
<td>Using a polite or acceptable word to express a negative or unacceptable idea.</td>
</tr>
<tr>
<td>Downsized</td>
<td>When a company dismisses staff resulting in a smaller workforce.</td>
</tr>
</tbody>
</table>

Activity 8

<table>
<thead>
<tr>
<th>Topic</th>
<th>Method of ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to make a chocolate cake</td>
<td>Order of need</td>
</tr>
<tr>
<td>Planning your financial future</td>
<td>Order of importance</td>
</tr>
<tr>
<td>Building a barbecue</td>
<td>Order of need</td>
</tr>
<tr>
<td>Why I returned to full-time study</td>
<td>Chronological/order of importance</td>
</tr>
<tr>
<td>My role model</td>
<td>Order of importance</td>
</tr>
<tr>
<td>Safety in the Surf</td>
<td>Order of need/geographical order</td>
</tr>
</tbody>
</table>
Activity 9

<table>
<thead>
<tr>
<th>Statement</th>
<th>Correct/Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is courteous to go back over information when people arrive late so</td>
<td>False. This will only encourage people to arrive late at future talks. It is</td>
</tr>
<tr>
<td>that they don’t miss out on what you have said.</td>
<td>rude to those who have arrived on time and you run the risk of boring or</td>
</tr>
<tr>
<td></td>
<td>alienating those who have already heard these points.</td>
</tr>
<tr>
<td>It is best to have questions at the end of the talk.</td>
<td>False. Depending whether to have questions during your talk, at the end of</td>
</tr>
<tr>
<td></td>
<td>sections or after your conclusion depends on many factors including your topic,</td>
</tr>
<tr>
<td></td>
<td>size and nature of your audience and the purpose of your talk.</td>
</tr>
<tr>
<td>It doesn’t matter if your talk goes longer than intended if people are</td>
<td>False. While people may be interested in what you have to say, they will be</td>
</tr>
<tr>
<td>interested in what you have to say.</td>
<td>irritated by having to stay later and may let their attention wander as a result.</td>
</tr>
<tr>
<td>You should wait until everyone has arrived before you start your</td>
<td>False. This is discourteous to the punctual members of your audience.</td>
</tr>
<tr>
<td>presentation.</td>
<td></td>
</tr>
<tr>
<td>Practicing your talk so that you know it word by word will make sure that</td>
<td>False. This will make your talk sound dull and automatic and, because you know it</td>
</tr>
<tr>
<td>you don’t go over time.</td>
<td>so well, you may talk faster and finish earlier!</td>
</tr>
</tbody>
</table>

Activity 10

You might advise Pat that she:

- Makes her talk interesting and relevant by giving a very brief history of the showcase and its relevance to the students’ studies.
- Can link it to the showcase by introducing her talk as an acknowledgement of the many people involved in producing the showcase from first ideas. She can also refer to other presentations in the showcase.
- Should talk for only a short time. The purpose of her talk is to explain the background to the showcase and thank those involved.
- Should finish the talk by inviting those involved in the showcase to stand up and be applauded by the audience. Just before this she could thank the audience for their attendance.
## Appendix 1

### Self reflection checklist

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Description</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial expression</td>
<td>Lively, Expressionless</td>
<td>1_2_3_4_5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td>Good, Lacking</td>
<td>1_2_3_4_5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy and enthusiasm</td>
<td>Energy projected, Lifeless</td>
<td>1_2_3_4_5</td>
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<td>Posture (links and energy and enthusiasm)</td>
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<td>Voice</td>
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<td>Too soft, Too loud</td>
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<td>Volume</td>
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<td>Speed</td>
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<td>Intonation</td>
<td>Lively, Dull</td>
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<td>Pronunciation (even if accented)</td>
<td>Clear, Unclear</td>
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<td>Pauses (where appropriate)</td>
<td>Too long, Too short</td>
<td>1_2_3_4_5</td>
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## Evaluation of talk

<table>
<thead>
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<td>Good points</td>
<td>Points to work on</td>
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