

**EMLS 101R – Oral Communication for Academic Purposes
WINTER 2017**

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WEEK 1 - Pronunciation Diagnostic

Please make a recording of your speech using the guidelines below. Post your sound file to LEARN under ***Pronunciation Diagnostic*** on or before Sunday at 11:55 p.m. Be sure to include your name/nickname in the title of your sound file.

PART I. Conversational Speaking

1. Start the recording with a one-minute introduction about yourself. Tell me about you, your field of study, your home country, your family, your hopes and dreams. Speak naturally for one minute – please do not read.
2. Next, answer the following questions:
 - a) In this course, what do you hope to improve regarding your presentation skills?
 - b) What do you fear most when giving a speech in front of an audience?

PART II. Reading a Paragraph*

Finally, read the passage below as naturally as possible. Try not to rush through the paragraph.

Have you ever observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many North Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying *something*--even if they have nothing to say! On the other hand, Canadians and Americans don't appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished their thought before contributing to a discussion, or can you break into the middle of someone's sentence? Interrupting someone who is speaking is considered rude in Canada and the United States. Even children are taught explicitly not to interrupt.

*Adapted from Levine, D. R. & Adelman, M. B. (1982). *Beyond Language: Intercultural Communication for English as a Second Language*. Englewood Cliffs, N.J.: Prentice Hall, p.23.



Sound Chart of North American English*

[using the International Phonetic Alphabet]

Please practice the sounds that your instructor has indicated on your diagnostic feedback form. The following website can provide you with speech samples:

Phonetics: The Sounds of American English

<http://soundsofspeech.uiowa.edu/english/english.html>

CONSONANTS	
Voiced	Voiceless
/b/ - ball , taboo, rub	/p/ - pot , happy, top
/d/ - deer , radar, bleed	/t/ - telephone , attack, loot
/g/ - goose , ago, flag	/k/ - cow , peeking, wake
/v/ - voice , waiver, above	/f/ - food , lifeboat, thief
/z/ - zipper , buzzer, nose	/s/ - soap , assume, miss
/ð/ - that , wither, smooth	/θ/ - thing , toothbrush, with
/ʒ/ - vision , beige	/ʃ/ - shoe , fishing, wish
/dʒ/ - job , badger, cage	/tʃ/ - chop , catcher, watch
/m/ - mask , amount, calm	
/n/ - knob , pin	
/ŋ/ - singer , ring	
/l/ - late , balloon, fall	
/r/ - rope , baron, far	
/w/ - wish , awhile	
/j/ or /y/ - yellow , opinion	
	/h/ - happy , greyhound

VOWELS		
<i>Monophthongs</i> (single vowel sounds)		
Front	Central	Back
/i/ - eat , week, tree	/ʌ/ - (stressed) under , sun	/u/ - food , drew
/ɪ/ - invite , pin	/ə/ - (unstressed): the “schwa” asleep , balloon, zebra	/o/ - foot , could
/e/ - eight , locate, ballet		/ɔ/ - over , boat, hello
/ɛ/ - extra , bet		/ɒ/ - all , hall, jaw
/æ/ - at , glass		/ɑ/ - awkward , clock
<i>Diphthongs</i> (two vowel sounds together)		
/aɪ/ - aisle , mine, try		
/aʊ/ - hour , mouth, plow		
/ɔɪ/ - oil , spoil, destroy		

*Phonetics: The sounds of American English. (n.d.). Retrieved from <http://soundsofspeech.uiowa.edu/english/english.html>

WEEK 2 - Content and Function Words

Content Words *give meaning to sentences in English, and these words are stressed. Next to part of speech below, write a few examples.*

Nouns: vacation, skills, perseverance

Verbs: present, collect, apply

Adjectives: _____

Adverbs: _____

Interrogatives: _____

Auxiliary verbs contracted with **not:** _____

Possessive pronouns : mine, yours, ours, theirs, etc.

Demonstratives: _____

Negatives: _____

Function Words are *NOT stressed in English, and the sound is reduced. These words are the grammar of the sentences.*

Articles: *a, an, the*

Prepositions: *to, for, of, etc.*

Personal pronouns: *I, me, she, them, etc.*

Possessive adjectives: _____

Relative pronouns: *which, that, who*

Conjunctions: _____

The expletive ‘there’ — There's snow on the ground.

The pronoun ‘one’ — the small one

Often the verb 'to be'

Auxiliary verbs: *be, have, do, will, would, should, can, could, may, might, and must*. These verbs are usually unstressed even when they are principal verbs in a sentence.

The Importance of Content Words in a Sentence

Every sentence we speak has one word that is the most important word in the sentence. This word is stressed with a sound that is longer and louder than other words in the sentence. **The following list shows which words in sentences are stressed from the most important to the least important:**

1. Adverbs that act as intensifiers (e.g. extremely, absolutely)
2. Negatives (not, can't, hasn't, no, hardly etc.)
3. Other adjectives and adverbs
4. Nouns and verbs
5. Modals and auxiliary verbs (positive)
6. All other function words.

WEEK 2 – Intonation

Intonation = the rise and fall of voice pitch (or tone)

Changes in **stress** (word emphasis) and **intonation** work together to convey different meanings and emotions.

<i>It's not <u>what</u> you say; it's <u>how</u> you say it...</i>	
How would you say “ hello ” to <ul style="list-style-type: none">▪ a friend you see every day▪ a good friend you haven't seen in ten years▪ the president of UW▪ a neighbour you don't like▪ a six-month-old baby	Say “ he's here ” in a way that conveys <ul style="list-style-type: none">▪ surprise▪ a statement of fact▪ a question▪ excitement▪ boredom▪ sarcasm▪ controlled anger
How does the tone of your voice change?	

Note how the meaning of the sentence below changes depending on the word that receives **added stress** and **raised intonation**:





- | | |
|---|-----------------------|
| 1) I borrowed Lisa's red sweater yesterday. | [not someone else] |
| 2) I borrowed Lisa's red sweater yesterday. | [I did not steal it.] |
| 3) I borrowed Lisa's red sweater yesterday. | [not Susan's] |
| 4) I borrowed Lisa's red sweater yesterday. | [not her blue one] |
| 5) I borrowed Lisa's red sweater yesterday. | [not her coat] |
| 6) I borrowed Lisa's red sweater yesterday . | [not last week] |

Listen as your teacher says each sentence:

- | | |
|---|----------------------|
| a) David failed the mid-term exam. | [statement of fact] |
| b) David failed the mid-term exam? | [question/surprise] |
| c) David failed the mid-term exam . . . | [unfinished thought] |

How does the intonation change at the end of each sentence?

How would you respond in each case?

Common Intonation Patterns	
Falling intonation 	
<ul style="list-style-type: none"> Conveys certainty; the speaker believes what he/she is saying is fact Indicates the completion of a thought Used at the end of <ul style="list-style-type: none"> <i>--statements</i> <i>--wh-questions</i> 	a) David failed the mid-term exam. ↘ b) Your first vocabulary quiz will be on Friday. ↘ c) Who's teaching that class? ↘ d) Where is the meeting being held? ↘ e) Why can't Jason be in our group? ↘
Rising intonation 	
<ul style="list-style-type: none"> Conveys uncertainty or surprise Can indicate a desire for clarification Used at the end of <i>yes/no questions</i> 	f) David failed the mid-term exam? ↗ g) Did she get the job? ↗ / She got the job?! ↗ h) Would you like something to drink? ↗ A: Your appointment's at eleven o'clock. ↘ B: Seven o'clock? ↗ A: No, <i>eleven</i> o'clock. ↘
Rising and falling intonation 	
<ul style="list-style-type: none"> Used to give <i>choices</i> or to express two or more <i>items in a series</i> <p>★NOTE: Use rising intonation when offering choices or when naming items in a series <i>except for the last item</i>. Use falling intonation for the <u>last</u> item or choice.</p>	i) David failed the mid-term ↗ and the final ↘. j) Should we take a bus ↗ or taxi ↘? k) Would you like to come with us ↗ or stay at home ↘? l) Maria has visited England ↗, France ↗, Spain ↗, and Germany ↘. m) This afternoon, I have to buy my textbooks ↗, pick up a bus schedule ↗, and print off my course outlines ↘.
Neutral (mid-range) intonation 	
<ul style="list-style-type: none"> Used to hold one's turn in a conversation or discussion Conveys an unfinished thought Used in mid-sentence, especially with thought groups that are set off by commas: <ul style="list-style-type: none"> <i>--introductory phrases</i> <i>--transition words</i> <i>--adverb clauses/phrases</i> <i>--adjective clauses</i> <i>--appositives</i> 	o) David failed the mid-term exam →, but he passed the course. Sample speech¹: To begin our 2016 Nanotech Conference →, I would like to introduce our guest speaker →, Paul Madden. After earning his B.A. degree from Western University in 1983 →, Paul began his career in sales and marketing at 3M. The 3M Corporation →, as you know →, is a leader in nanotechnology engineering. Today →, Paul is the President and General Manager of 3M Canada →, one of the company's largest international subsidiaries.

¹Adapted from <http://www.alumni.westernu.ca/connect/alumni/paul-madden.html?referrer=https://www.google.ca/>

Exercise 1. Practice saying the sample dialogue with a partner. Use appropriate intonation.

Ordering at *Subway*:

- A: What would you like on your sub?
B: I'll have lettuce, tomatoes, green peppers, and black olives.
A: Are you getting a meal deal?
B: Yes.
A: Do you want a bag of chips or two cookies?
B: Chips, please.

Expressing *CONTRAST*

Listen to your teacher say:

“It’s not *what* you say; it’s *how* you say it.”

★Note how contrasting words are emphasized with slightly higher intonation and added stress.

Exercise 2a. Practice saying each sentence with a partner. Be sure to pronounce the *contrasting words* with appropriate intonation and stress.

- 1) *Non*-verbal communication often carries more meaning than *verbal* communication.
- 2) Unlike *high*-context cultures, *low*-context cultures use *explicit* yet *concise* forms of communication.
- 3) There are several differences between *British* English and *American* English.
- 4) Compared to *Western* medicine, *Eastern* medicine uses a holistic approach in treating the body.
- 5) According to Statistics Canada, the average household income in Ontario increased from \$69,000 in 2009 to \$76,000 in 2013.

Exercise 2b. Find a famous quote or proverb that contains contrasting words. Write it below. Prepare to present it to the class.

Examples:

- ‘Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that.’ – Martin Luther King Jr.
- ‘If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.’ – Chinese proverb

Intonation Analysis and Practice

Exercise 3. Watch the YouTube video *Five Quick Tips to Avoid Rambling When Presenting* by Gilda Bonanno: <https://www.youtube.com/watch?v=kEFHHOcoUE4>

- 1) As you view and listen to the video, follow along in the script below:
 - underline the **key words** that receive extra stress
 - mark the intonation in each box

falling ↘	rising ↗	neutral →
------------------	-----------------	------------------

- 2) Observe Gilda’s body language. Note how she uses facial expressions and hand gestures to keep your attention and emphasize her points.
- 3) Check your answers with those provided by your instructor.
- 4) Your instructor will assign you a part from the script. Rehearse your part with a classmate. Try to use appropriate sentence stress (added emphasis on key words) and intonation.
- 5) Present your part to the class. [Try to include some hand gestures if you can.]

Part	SCRIPT
A	<p>I’m Gilda Bonanno <input type="text"/>. Welcome to today’s presentation skills tip <input type="text"/>: “Five Quick Tips to Avoid Rambling <input type="text"/> When Presenting <input type="text"/>.</p> <p>When you’re giving a presentation <input type="text"/>, it’s important to be clear and succinct <input type="text"/>. Sometimes we find ourselves rambling <input type="text"/>, going off on tangents <input type="text"/>, going on and on and not really focusing in on our message <input type="text"/>. So here’s five quick tips to help you avoid rambling <input type="text"/>.</p>
B	<p>First <input type="text"/>, have an outline <input type="text"/>. Whether you write it <i>A B C</i> <input type="text"/>, <i>1 2 3</i> <input type="text"/>, or you draw it out visually <input type="text"/>, you mind map it <input type="text"/>—whatever works for you <input type="text"/>—have an outline so you know where you’re starting <input type="text"/>, where you’re ending <input type="text"/>, and what key points you’re covering in the middle <input type="text"/>.</p>
C	<p>Secondly <input type="text"/>, speak in short sentences <input type="text"/>. It’s less likely <input type="text"/> you’ll get into the “um’s” <input type="text"/> and “ah’s” <input type="text"/> if you speak in short crisp sentences <input type="text"/> rather than very <i>long</i>-winded sentences <input type="text"/>.</p>

D	<p>Third <input type="checkbox"/>, stay in the moment <input type="checkbox"/>. Try to be fully present with your audience <input type="checkbox"/>. That means rather than being in your head <input type="checkbox"/> trying to remember what you're supposed to say <input type="checkbox"/>, you're really focused on the audience <input type="checkbox"/>. So you can actually hear yourself speaking <input type="checkbox"/>; you can hear the words you're saying <input type="checkbox"/>; and you can make sure they're focused <input type="checkbox"/>.</p>
E	<p>Fourth <input type="checkbox"/>, use pauses <input type="checkbox"/>. Your default syntax should be <input type="checkbox"/>: complete thought <input type="checkbox"/>, period <input type="checkbox"/>, pause <input type="checkbox"/> (during which you breathe <input type="checkbox"/>; think about where you're going next) <input type="checkbox"/>, next sentence <input type="checkbox"/>.</p>
F	<p>The pause may feel long to you at first <input type="checkbox"/>, but it's not going to feel that long to your audience <input type="checkbox"/>, and it's going to allow you a moment to catch your breath <input type="checkbox"/>, think about where you're going next <input type="checkbox"/>, and gives the audience a chance to absorb what you've just said <input type="checkbox"/>. So complete thought <input type="checkbox"/>, period <input type="checkbox"/>, pause <input type="checkbox"/>, next sentence <input type="checkbox"/>.</p>
G	<p>And finally <input type="checkbox"/>, tip number five <input type="checkbox"/>: practice your transitions <input type="checkbox"/>, whether it's to your next slide <input type="checkbox"/> or the next section of your presentation <input type="checkbox"/>. Transitions are where we can often lose our way and start rambling <input type="checkbox"/>. So practice those transitions <input type="checkbox"/>. Know how you're going to get from one to two <input type="checkbox"/>.</p>
H	<p>So you might say something like <input type="checkbox"/>: "Well <input type="checkbox"/>, we've talked about Position A <input type="checkbox"/>; now let's talk about Position B <input type="checkbox"/>.</p> <p>Or... "I've shown you the pros about this issue <input type="checkbox"/>; let me talk for a moment about the cons <input type="checkbox"/>.</p> <p>Or "moving onto my third point <input type="checkbox"/>.</p> <p>Whatever it is <input type="checkbox"/>, have a transition ready to go <input type="checkbox"/> so you can easily get from one point to the other <input type="checkbox"/> without losing your way <input type="checkbox"/>.</p>
I	<p>If you follow these five quick tips <input type="checkbox"/>, it'll be easier for you to avoid rambling <input type="checkbox"/>.</p> <p>So you can give a focused <input type="checkbox"/>, clear presentation <input type="checkbox"/> that communicates the message you want to communicate <input type="checkbox"/>. Thanks for listening <input type="checkbox"/>.</p>

WEEK 3 - Tips for Facilitating an Effective Group Discussion

Complete the sentences below, using the words from the list below. Please notice that there are more words in the list than you need in the sentences.

resources, understanding, inclusive, express, respect, clarification, sufficient time, polite, introduce

1. Allow the participants to _____ themselves – you can even set up an ice breaker to have pairs of students introduce each other.
2. Use _____ language. Look at and talk to different group members.
3. Ask for _____ if unclear about a participant's intent or question.
4. Treat participants with _____ and consideration. Show your awareness of the fact that people are likely to have different opinions, but this should not lead to criticizing those who disagree with you.
5. Provide _____ for participants to gather their thoughts and contribute to discussions.

academic, discourage, disrupt, disrespectful, ideas, opportunities, take over, show

6. Provide _____ for participants to share their ideas.
7. Do not use _____ language or tone or non-verbal communication.
8. Do not allow the dominant participants to _____ the discussion.
9. Do not _____ different points of view.

reasons, dominant, reactions or ideas, further clarification, eager, time, goals

10. Make the discussion functional by clarifying the _____ of the discussion to the group.
11. Ask _____ participants to allow others to speak.
12. Encourage others to add their _____ to build on someone's comment.
13. Ask the group participants for _____ and/or elaboration if you do not completely understand their ideas.

Adapted from: Retrieved on July 2, 2015 from <http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

WEEK 3 - Preparation for Small Group Discussion Discussion Questions, Gambits and Non-Verbal Cues

Practice I: Match each type gambit below with the correct group of examples (Groups 1 to 13).

Gambits for participating in the discussion: verbal cues

- | | |
|--|-------------------|
| A. Beginning a discussion: | Group ____ |
| B. Making a new point: | Group ____ |
| C. Expressing agreement: | Group ____ |
| D. Expressing polite disagreement: | Group ____ |
| E. Clarifying one's opinion: | Group ____ |
| F. Asking for clarification: | Group ____ |
| G. Commenting: | Group ____ |
| H. Taking a turn (during a brief pause): | Group ____ |
| I. Interrupting: | Group ____ |
| J. Preventing the interruption: | Group ____ |
| K. Getting back to the point: | Group ____ |
| L. Summarizing and ending a discussion: | Group ____ |
| M. Showing attentiveness | Group ____ |

Group 1

Could you tell me more about...?
What exactly do you mean by...?
I'm not sure I really understand what you mean (by...)
Could you go into more detail about...?
I didn't follow what you said about ____

Group 3

I'd like to make a brief comment on the last point.
Excuse me, but I'd just like to point out that...
I'd like to add something here (if I may).
Excuse me, but I think it's relevant to add that...

Group 2

Could you let me finish?
If I might just finish....
If you would allow me to continue.....

Group 4

Is everyone ready to begin?
I'd like to begin by.....
Let's begin by.....
The question we are going to discuss today is ...

I'd like to point out that...

We're here to talk about

Group 5

If I could add something here....

If no-one objects, I'd like to say a few words about...

Could I say something about...?

Could I come in at this point?

Group 6

To conclude the discussion, I'd like to summarize what was said today. Some of you said, while others thought that

Let's finish up the discussion. It seems that most of you were in agreement today and thought that

Thank you for your participation in today's discussion.

Group 7

If I understand you correctly, you are saying that...

So this means that you're concerned about...

Does it mean you oppose the idea of ...?

Group 8

As I was saying....

Coming back to what I was saying....

Where was I?

To return to what I was saying....

Group 9

That's not exactly what I mean.

Let me put it another way _____

What I'm trying to say is _____

Actually, my point is that _____

Group 10

That's a good point.

I couldn't agree more.

That's my feeling exactly.

I tend to agree with you.

Group 11

I think that _____

Well, in my opinion, _____

To bring up another point, _____

I'd like to point out that _____

As I see it, _____

Don't you agree that _____?

Group 12

Excuse me for interrupting, but.....

May I interrupt?

Do you mind if I break in here?

Can I say something here?

Can I interrupt for a moment?

I'm sorry, but I'd really like to say...

Group 13

But don't you think that _____?

I'm not sure I agree with you on that.

I see what you mean, but _____

I can see your point, but _____

Practice II: In the groups of gambits above, find some examples of question/statement types A through D. Write one or two examples for each type.

A. Open questions (asking for information)

B. Closed questions (seek “yes” or “no” answer)

C. Probing questions (asking for more information/detail)

D. Reflective questions/statements (showing that you’ve been listening, appreciate the point being made, and possibly ask for some more detail)

II. Non-Verbal Cues for Turn-taking and Interrupting

Body language can also be used as part of interruption and preventing interruption.

Instructions: Match each type of non-verbal cue below with the correct group of examples (Groups 1 to 4).

As the speaker

A. In what ways can you ‘offer’ a turn to the listener?

B. In what ways can you ‘hold onto’ or ‘try to hold onto’ a turn?

As the listener

C. In what ways can you signal to get a turn?

D. In what ways can you ‘gain’ or ‘try to gain’ a turn from the speaker?

Group 1

Starting at a pause

Making eye contact with person who is speaking

Group 2

Slowing down and using a fall in intonation

Pausing

Gesture with head or arm

Making eye contact

Group 3

Raising the hand to interrupt

Clearing your throat

Making eye contact with person who is speaking

Group 4

Not pausing

Speaking faster

Not making eye contact with the person who is trying to interrupt

Raising the hand to prevent interruption

WEEK 4 - Preparation for a Small Group Discussion (Part 1)
Creating a Summary Statement of a TED Talk

Step I: Watching the TED talk and taking notes.

Watch the talk by Susan Cain entitled ‘The Power of Introverts.’ You can find it at <https://www.youtube.com/watch?v=c0KYU2j0TM4>. Take notes and then try to determine what the main ideas of the talk are.

Step II: Distinguishing main ideas

In order to write a summary statement for a talk or article, you need to be able to distinguish its main ideas and determine what the purpose of this talk or article is.

1. With another student, compare your notes on Susan Cain’s talk. Agree on what the main points are and why is Susan Cain giving this talk.

Step III: Paraphrasing techniques

To write a summary or a summary statement of a talk or an article, remember **not to copy the exact words from the talk**; instead, paraphrase the main ideas. Otherwise, your work is going to be considered plagiarized material. In order to learn about paraphrasing and to see how it is done effectively, watch this video:

<https://www.youtube.com/watch?v=SGoIePml2w4>

Step IV: Using the academic form to create a summary statement

With your partners, read the following summary statement for Susan Cain’s talk and decide

- a. which one is expressed in the academic way (including the presenter’s name, the talk’s title and, if possible, the year when the talk was first given)
- b. which one is the most accurate reflection of the presenter’s main ideas

Try to explain why you think so.

- 1. We live in a world that is biased against introverts, even though they might be more intelligent, smart and creative than extroverts. We need to change this, appreciate them, and let them be who they are.
- 2. Many people think being introverted is not the right way of being in the society; however, introverts are important because they like solitude and thus they are more creative and productive.
- 3. In the 2012 TED talk titled 'The Power of Introverts,' Susan Cain focuses on issue of bias against introverts both in schools and in workplaces, the causes of this prejudice, and the value of introverts. At the end of the talk, Cain calls for action, such as less group work and more time for people to think and develop their ideas, in order to create a more equitable society.
- 4. The talk *The power of introverts* by Susan Cain introduces how current society tends to value extroverts more than introverts; she points out that the world needs introverts and that more privacy and freedom should be given to introverts to maximize their talents.
- 5. As Susan Cain describes, introverts try to become extroverts to fit in the mainstream of society today; however, Cain claims that introverts have unique talents, and they will be more successful if they maximize their talents.

Now, using the academic form, write a summary statement for this talk yourself.

WEEK 4 - Preparation for Small Group Discussion (Part 2)

Having a Practice Discussion

I. Creating Discussion Questions

Four types of questions will be used to guide each discussion. Work in groups of four to create some questions based on Susan Cain's TED talk titled 'The Power of Introverts.'.

1. Familiar Questions

These questions ask the participants to talk about how the topic affects them personally and what their personal experience has been. It is related to the topic of the talk, but it is *not* specifically asking about the TED talk. It is asking participants to speak about themselves in relation to the topic. For example: "Have you ever experienced or seen some form of prejudice against introverts? If yes, describe it briefly."

In groups of four, write some other possible familiar questions for Cain's talk here:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

2. Cross-Cultural Questions

These questions ask the participants to discuss how this topic relates to their country and compare and/or contrast with how this issue presents itself in their country. For example: "Do schools in your country create a more or less favourable environment for extroverts than American schools do?"

In groups of four, write some other possible cross-cultural questions for Susan Cain's talk here:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

3. Issue Questions

These questions ask the participants to discuss the issues (problems) raised in the TED talk and give *their own point of view* with regard to the issues raised by the speaker. For that reason, issue questions often begin with: “do you think...”, “what do you think of/about...”, “do you agree with (name of speaker) when he/she states that...” Please remember it is **NOT** necessary to agree with the TED Talk presenter’s point of view. Whether you agree with the presenter or not, you need to be able to give reasons to support your *own* point of view.

Example: “Do you agree with Susan Cain that there is some social bias in favour of extroverts? If so, why? If not, why not?”

In groups of four, write some other possible issue questions for Susan Cain’s talk here:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

4. Solution Questions

Each of the TED talks (which will be used for group discussions in the class) raises an issue that needs to be solved. These questions ask the participants to give their recommendations about how to solve the issues raised. For example: “What do you think companies should do to create an inclusive environment for employees with different personalities?” In groups of four, write some other possible solution questions for Susan Cain’s talk here:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

II. Expressing your own opinions

In your group of four, select *one* question from each type. Then, *on your own*, write some notes about your answer to each question. What are your ideas and opinions?

1. Answer to the familiar question

2. Answer to the cross-cultural question

3. Answer to the issue question

4. Answer to the solution question

III. Having a practice discussion

Now, have a practice discussion with your group of 4. Use *one* question from each type above and take turns answering. Express your opinions to the group. Remember to use question/statement types, gambits and non-verbal cues to keep the discussion going.

WEEK 4 - Preparation for Small Group Discussion (Part 3)
Creating a Summary Statement of *your* TED Talk and Relevant Discussion Questions

I. Distinguishing main ideas

In order to present a summary statement of a talk or article, you need to be able to determine what the main ideas are. In the space below, write down the main points the TED which you have selected.

II. Writing a summary statement

Now decide which of these ideas are the most crucial and write one or two-sentence summary statement to express the key message of the talk. Remember that you must *not* copy the exact words that the presenter uses. Begin by saying: “As... (speaker’s name)... describes in his/her talk entitled(insert title in quotation marks),”

III. Creating Discussion Questions

In the space below, write down one or two questions for each part of the discussion. Then on a separate sheet of paper, write down your answers to these questions.

1. Familiar Questions

2. Cross-Cultural Questions

3. Issue Questions

4. Solution Questions

WEEK 4 - Preparation for Small Group Discussion (Part 4) Using External Sources to Support Your Ideas

I. What external sources to use

The points that you make during a discussion can be strengthened if you support them with the same or similar ideas from reputable sources of information. These can include materials such as

- published books
- e-books
- reputable magazines or newspapers (either printed or electronic), for example *Globe and Mail*, *Maclean's*, or *Toronto Star*
- academic journals
- research reports
- government documents (printed or electronic)
- documents created by well-known institutions such as schools, hospitals, banks etc. (printed or electronic - some caution is needed as some bias may be present)

II. How to determine the credibility of a source of data

It can be challenging to determine whether a website you're using is credible, but here are a few things to look for:

- 1) **Author** – Information on the internet with a listed author is one indication of a credible site. The fact that the author is willing to stand behind the information presented (and in some cases, include his or her contact information) is a good indication that the information is reliable.
- 2) **Date** – The date of any research information is important, including information found on the Internet. By including a date, the website allows readers to make decisions about whether that information is recent enough for their purposes.
- 3) **Sources** – Credible websites, like books and scholarly articles, should cite the source of the information presented.
- 4) **Domain** – Some domains such as **.com**, **.org**, and **.net** can be purchased and used by any individual. However, the domain **.edu** is reserved for colleges and universities, while **.gov** denotes a government website. These two are usually credible sources for information (though occasionally a university will assign a **.edu** address to each of its students for personal use, in which case use caution when citing).

★Be careful with the domain **.org**, because **.org** is usually used by non-profit organizations which may have an agenda of persuasion rather than education.
- 5) **Site Design** – This can be very subjective, but a well-designed site can be an indication of more reliable information. Good design helps make information more easily accessible.

- 6) **Writing Style** – Poor spelling and grammar are an indication that the site may not be credible. In an effort to make the information presented easy to understand, credible sites watch writing style closely.

***Source:** UKnowIT (Self Service). (n.d.). How can I tell if a website is credible? Retrieved February 23, 2016, from <https://uknowit.uwgb.edu/page.php?id=30276>

After you find some trustworthy sources of data that present a point of view similar to or the same as yours, you should remember to

- 1) indicate these sources of information in your answers to discussion questions
- 2) briefly paraphrase the points relevant to the discussion

III. How to signal external sources of information in a discussion

When supporting your ideas with external sources, you should mention the writer/speaker's last name, the year of publication (if available), and the type of source. The title may also be included.

Examples:

- "According to Bates in a 2016 study, (introverts are often. . .)"
- "As Smith stated in his/her 2015 article/book, (a more equitable environment is needed in many workplaces) "
- "To support this point, I found an article written by Jones in 2013. He/She states. . ."
- "I think that. . .The website developed by National Dropout Prevention Centre at Clemson University in 2016 outlines how this can be achieved. The writers clearly indicate that . . ."

IV. How to paraphrase ideas in other sources

Remember not to use the exact words from the sources that support your ideas for the discussion. Refer to the video available at <https://www.youtube.com/watch?v=SGoIePml2w4> a handout from your instructor to paraphrase the points relevant for the discussion.

WEEK 5 - Chunking the Language into Thought Groups

Read the following famous speech made by George Bernard Shaw as a toast to the famous Albert Einstein. The speech is unpunctuated. Mark where you think the speaker will pause [/]. Then, listen to the speech and check.

I have said that great men are a mixed lot but there are orders of great men there are great men who are great men amongst all men but there are also great men who are great amongst great men and that is the sort of great man whom you have amongst you tonight I go back 2,500 years and how many of them can I count in that period I can count them on the fingers of my two hands Pythagoras Ptolemy Aristotle Copernicus Kepler Galileo Newton Einstein and I still have two fingers left vacant my lords ladies and gentlemen are you ready for the toast health and length of days to the greatest of our contemporaries Albert Einstein.

Adapted from Gomm, H. (2003). *In Company Intermediate*, Macmillan.

Listen again and underline the stressed words. What is the effect of pausing? When do we pause? Now you try the speech!

Guidelines for Introducing a Speaker

1. Begin with “Our speaker today.....” and give some background (such as nationality, education).
2. Give some facts that give the person some credibility such as achievements that make the person qualified to speak to us on a specific topic.
3. Say how these credentials qualify the person and give the name of the talk.
4. Then introduce the speaker: “Ladies and gentlemen, please warmly welcome our speakerXXXXX.”
5. Make sure to give both first and last names
6. Speak slowly and clearly, make sure all can hear you, chunk the language and be sure to stress important words.

WEEK 5 - Informative Compare-Contrast Presentations: Audience Interest Level Sheet

Survey 5 of your classmates to discover how interested they would be in your proposed 3 topics for your presentation. Give a brief summary of what you intend to present. Collect any suggestions that are given to you.

Respondent's Name	Very Interested with Suggestions	Neutral with Suggestions	Disinterested with Suggestions

PROPOSED 3 TOPICS:

1)

2)

3)

WEEK 6 – Hints for Introducing and Concluding Presentations

Hints for Introductions

- An introduction is the first impression on an audience; you need to capture their attention because if you lose them in the introduction, you may lose them forever.
- Present your introduction with confidence.
- Look at the audience and not at your notes.
- Never read part of the introduction.
- Begin with the grabber, not the specific purpose statement.
- Do not be apologetic.
- Try to build a rapport with the audience, e.g. smile.

Hints for Conclusions

- A conclusion is the final impression on an audience, so present your remarks assertively, with confidence, and without reading.
- Do not introduce any new points in the conclusion.
- Make concluding remarks with a mood and facial expression consistent with the tone of the speech.
- Do not pack up your notes or materials as you deliver the conclusion.
- Finish the speech with words that reinforce the purpose. A slogan or catch phrase is useful.
- Do not rush through your conclusion.
- Invite your listeners to ask you questions about your presentation.

WEEK 6 - Effective Hooks

Get your audience's attention

1. "Hook" Your Audience = capture the audience's attention at the beginning of a presentation
2. Importance of First Impression--You only have a few seconds to make first impression, so it needs to be strong, sure, and positive.

Forecasting

1. Brief sentence or two explaining what your talk will be all about
2. Sets audience expectations

Openings - Possible Audience "Hooks"

1. Quote
2. Screening Question
3. Rhetorical Question
4. Anecdote
5. Scenario
6. Personal Note
7. Declarative Statement

Quote

A quotation from a well-known person can be a very effective opening. A quote from an unknown source is not as successful; part of the impact comes from the name recognition itself.

Screening Question

A screening question can be an effective forecasting tool; you can find out how much your audience already knows about the topic. In addition, it can also forecast where the rest of your presentation is going, and at what level your audience is at.

Example: How many of you are familiar with guns laws in the USA?

Ask a Rhetorical Question

Asking a question immediately engages the minds of the audience members as they attempt to answer it in their heads. It provokes thought, but it does not call for an answer. "How many of you have ever considered plastic surgery?" Keep in mind that you are not looking for people to actually answer you; you simply want to get their brains working. Accompany your questions with one hand raised in the air and the audience will be cued that you are interested in a showing of hands, not verbal responses.

Anecdote

You have probably already heard somewhere that you should never open a speech with a joke. That's true, but it is okay to open with a short, amusing story, as long as it is both short and amusing. Find the funny, personal stories in your life and use them as your opening, making sure they relate to the theme of your speech. Do not wander or ramble: there is danger of leading your audience too far astray. When in doubt about relevancy of a quote or anecdote, try it out on someone first.

Scenario

This type of opening usually begins with "Imagine..." and the goal is to create a scene for audience members to visualize in their minds. "Imagine yourself in Tahiti, sitting on a beautiful, secluded beach, a gentle breeze blowing..." Remember that audiences rarely remember the words you say; they remember the pictures you paint for them.

Start with a Personal Note

Anecdotes based on your own experience focus more on your personal reactions to people and events. It makes the presentation more personal by adding the presenter's own feelings. Ideas may include the impact on the presenter of reading something, meeting a famous person, or overcoming an obstacle.

Declarative Statement

Opening with a bold, powerful statement is another good way to grab the audience's attention. A startling statistic or bold claim can jolt them and set the stage for an educational or informational talk. "In the time it takes for me to speak to you tonight twenty men will be diagnosed with colon cancer." A shocking statement like this is often followed by a pause and then a disclaimer, such as "according to so-and-so in his book..."

Many ways to get audience's attention

- Find ones that you feel comfortable with
- Don't be afraid to borrow ideas that work
- Once you have their attention, you need to find ways to keep it

Come up with effective openings for the following topics:

- How to become more environmentally conscious
- The negative effects of television on children
- The advantages of studying at the University of Waterloo
- Surviving a cold Canadian winter

WEEK 7 - Useful words and phrases used for comparing/contrasting

Words/Phrases for comparison/contrast:

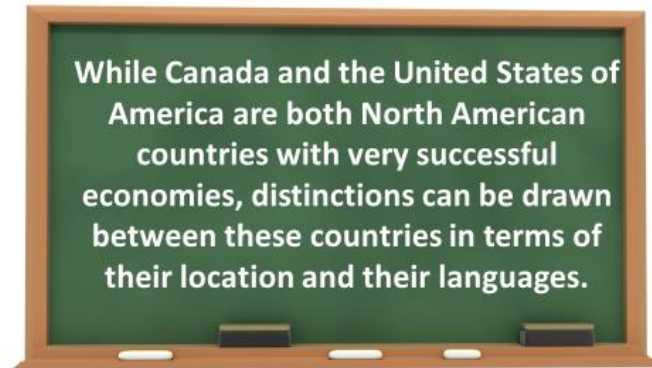
- **Compared to/with** the USA, Canada has a rather small population.
- Canada has **far fewer** large cities **than** the USA (does).
- In her presentation, the professor **contrasts** the USA with Canada in terms of their location and languages.
- The student **drew a parallel between** the University of Waterloo and the University of Toronto.
- The University of Waterloo is known for its Math and Computer Science Programs, **whereas** the University of Toronto is known for its Business Management and Environmental Programs.
- Many people often **make a comparison between** Starbucks and Tim Hortons.
- **In contrast to** Starbucks, Tim Hortons is cheap.
- English is spoken in Ontario, **while** French is spoken in Quebec.
- Grizzly bears live in forests; **however**, polar bears live in the tundra.
- Grizzly bears and polar bears are **not as dangerous as** most people believe.
- Canada **is larger in size than** the USA (is).
- Starbucks and Tim Hortons are both coffee shops, **yet** they have very different marketing strategies.
- **Unlike** the United States of America, Canada has two official languages: English and French.
- Canada has only 10 provinces and 3 territories; **in contrast**, the USA has 50 states.
- **Similar to** Canada, the USA is a country of diverse cultures.
- Americans love Starbucks; **similarly**, Canadians love Tim Hortons.
- Grizzly bears hibernate in winter; **likewise**, polar bears prefer to sleep through the winter months.

WEEK 7 – Informative Compare-Contrast Presentation Preparation

A mini-presentation

Example: *Canada versus the United States of America*

Thesis Statement:



Mini-presentation script:

The United States of America (USA) is located in North America between Canada and Mexico. However, two American states are outside of this area – Alaska is north-west of the Canadian Yukon Territory and British Columbia, and Hawaii is an archipelago in the central Pacific Ocean. The USA does not have a national official language, but the two most prominent languages spoken are English and Spanish. The majority of the Spanish speakers in the USA reside in southern states.

Canada is located in the northern part of North America. It extends from the Atlantic to the Pacific and northward into the Arctic Ocean, and it has only one neighbour: the USA, with which it shares a border in the south of the country as well as west of part of British Columbia and Yukon Territory. Canada has two official languages: English and French. French is most widely spoken in Quebec and New Brunswick.

Contrastive Mini-presentation Practice

Using the thesis you have been given, create a very brief block style compare/contrast presentation. Each paragraph should include 3-4 sentences. You will then present your information in front of the class.

WEEK 8 - Structure of your Outline for Informative Compare-Contrast Presentation

Introduction

Hook

Background to the topic

Thesis statement: “While A and B are....., differences are evident in terms of POINT 1, POINT 2, (and POINT 3).”

(*Note: You must have two points, and only three if you can do it effectively in the time allowed.)

TALK ABOUT **A** FIRST

POINT 1 **A.** State the point from thesis

1. Describe
2. Example

Transition sentence

POINT 2 **A.** State the point from thesis

1. Describe
2. Example

Transition sentence

POINT 3 **A.** State the point from thesis

1. Describe
2. Example

TRANSITION TO **B** (in contrast to **A**)

POINT 1 **B.** Use contrast to state the point from the thesis

1. Describe with contrast
2. Example

Transition sentence

POINT 2 **B.** Use contrast to state the point from the thesis

1. Describe with contrast
2. Example

Transition sentence

POINT 3 **B.** Use contrast to state the point from the thesis

1. Describe with contrast
2. Example

- Signal conclusion to the audience
- Restate the thesis -- reword what you originally said (paraphrase)
- Give a final thought -- be forward looking
- End the speech appropriately

WEEK 8 - Slides that Strike a Chord: Blending Literal and Figurative Images in PowerPoint Presentations

Watch the first 3 minutes of Erin McKean's "Redefining the Dictionary" at <http://www.ted.com/talks/view/id/161>. Think about McKean's use of analogy, what she calls metaphor, in her talk.

1. Erin McKean's career is as a _____. The adjective form of this profession is _____. This profession is known as _____.
2. McKean uses 2 strong analogies at the beginning of her talk. Name these 2 analogies.
3. Briefly describe the pictures or images that the speaker uses in her slides to present these 2 analogies.
4. What source does McKean cite for these photographs, and where does she show this citation information?
5. How does McKean use the word "compile"? What does she mean by "compile" instead of "carve out of stone"?
6. Do you find the speaker's slides to be effective? Why or why not?
7. What do you think of McKean's body language as to how she presents her slides?

WEEK 8 - PowerPoint Practice Presentation Slide Checklist

(Adapted from PowerPoint Do's & Don'ts ©1997-2006 American Speech-Language-Hearing Association)

In the next class, you will bring **ONE PowerPoint** slide on a USB stick to class and present it to us as if you were really doing the presentation. You will then receive feedback on its effectiveness and your presentation skill. . You can bring any part of your presentation for us to see.

Here is a checklist you can use to measure the quality of the PowerPoint slides that you will prepare for your presentation.

The Presenter

- used legible type size** (Titles should be at least 36 to 40 points, bulleted text or body copy at least 24 points.)
- was brief** (A good rule of thumb is to cut paragraphs down to sentences, sentences into phrases, and phrases into keywords.)
- used key words** (Help the audience focus on the message.)
- enhanced readability** (Don't crowd the slides. Use normal case, not all caps, and punctuate sparingly.)
- made every word and image count** (Each one should help convey the message in the strongest possible way.)
- limited the number of slides** (A good *rule of thumb* is one slide per minute.)
- didn't overuse special effects** (Minimize sound, animation, and other effects to emphasize major points, and don't let them become distracting.)
- didn't use more than eight words per line or eight lines per slide**
- didn't use too many words** or include non-essential information
- avoided hard-to-read color combinations** such as red/green, brown/green, blue/black, blue/purple (Aim for high contrast between background and text.)

Tips for Preparing PowerPoint Material

After you've created your slides, go back and edit.

Take out sentences and replace them with key words and phrases.

Take out slides you can live without.

Take out clip art as it is not academic

Take off punctuation.

Cut your presentation by as much as half so that your slides are streamlined.

⇒ Remember, PowerPoint is a tool to enhance your presentation. Don't let it overwhelm you and your message.

WEEK 8 - PowerPoint Slide Practice Evaluation Form

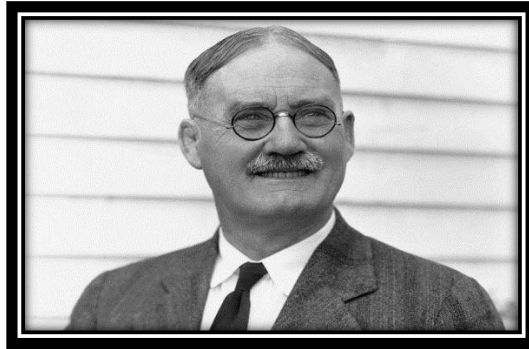
Presenter: _____

Topic: _____

Evaluation Descriptors	Comments
<p>used legible type size (Titles should be at least 36 to 40 points, bulleted text or body copy at least 24 points.)</p>	
<p>was brief (A good rule of thumb is to cut paragraphs down to sentences, sentences into phrases, and phrases into keywords.)</p>	
<p>enhanced readability (Don't crowd the slides. Use normal case, not all caps, and punctuate sparingly.)</p>	
<p>made every word and image count (Each one should help convey the message in the strongest possible way.)</p>	
<p>didn't use more than eight words per line or eight lines per slide or include non-essential information</p>	
<p>used a reference for the visual</p>	
<p>avoided hard-to-read color combinations such as red/green, brown/green, blue/black, blue/purple (Aim for high contrast between background and text.)</p>	
<p>used appropriate body language such as faced the audience, used hands to indicate slide, did not read, projected the voice and had good chunking and focus words when speaking.</p>	

WEEK 10 – Introduction: Inventors and Their Inventions (Part 1)

Example:



http://www.pressherald.com/wp-content/uploads/2015/12/768090_Naismith-Live-Recording.JPE.jpg

JAMES NAISMITH

With a partner, find out what James Naismith invented/created? Also find the year in which the invention was created. Look for any other relevant and interesting facts about the invention. What did you find out?

Exercise 1:

Step 1: You will be given either a picture of a person or an object. Using your cell phone, research the person or object you have been given and find the corresponding inventor or invention.

Step 2: Go around the classroom and try to find either a student who was given a picture of an invention created by the person whose picture you have or a student who received a picture of the inventor who created an item the picture of it you have. Ask the questions such as

- ‘Do you have a picture of . . .(name of the inventor?’ or
- ‘Do you have a picture of . . .(name of the invention)?

Step 3: Once you have found your match, come up to the board with your partner and place your inventor and invention on the timeline.

Step 4: Briefly introduce your inventor and invention to the class.

Exercise 2: Watch the PowerPoint presentation and answer the following questions:

In the PPT, what products are shown? _____

How and why did these products change? _____

What is the difference between an invention and an innovation? _____

Let’s have a closer look at some inventions from everyday life.

WEEK 11 – Invention to Innovation: An Example (Part 2)

Let's take a look at this first invention together.

STEP 1: Find out some historical information about the invention below. When was it invented/created? By whom? Include any other relevant and interesting facts about the invention.

STEP 2: Look at the innovations of that invention and discuss how they changed over time.

STEP 3: Discuss the problems you think that innovators were trying to solve as they improved the product.

Airplanes



Kite Parachute Hot air balloon Helicopter Jet Commercial
<https://s-media-cache-ak0.pinimg.com/736x/14/22/6b/14226b0ec827bb0058545bbfa1f9a92b.jpg>

PRACTICE: Work with a partner and follow the steps below. Use the space below to take notes.

STEP 1: Find out some historical information about the invention you have been given. When was it invented/created? By whom? Include any other relevant and interesting facts about the invention.

STEP 2: Look at the innovations of that invention and briefly discuss how they changed over time.

STEP 3: Discuss the problems you think that innovators were trying to solve as they improved the product.

STEP 4: In a 2-minute presentation with your partner, present the information to the class.

WEEK 11 - Product/Service Chart (Part 3)

- A. *With a partner, consider the eight products/services in the chart. Briefly identify what the product/service is used for.*
- B. *Next, state what benefits the product/service could have for its users.*
- C. *Lastly, consider possible problems with the product/service.*
- D. *Present the benefits and criticisms for one of the products/services to the class.*

Name of Product/Service	Benefits	Criticisms
1. Lawn mower		
2. TV remote control		
3. Pump Lotion		
4. Instant Noodles		
5. Hair brushes		
6. Nail polish		
7. Umbrellas		
8. Pizza delivery		

WEEK 11 - Partner Transitional Phrases (Part 4)

In a team presentation, it is necessary to transfer control between speakers. The *abrupt way* to do this is to simply have one person stop talking, and then have the other person start talking. It is much smoother, however, to use certain transition phrases when passing the speaking role to your partner or accepting the speaking role from your partner:

Passing the Speaking Role

- To talk about our next topic/point, we have X...
- I will now give the floor to X who will describe/talk about...
- That is all for this particular point. X will now give some insight into the next point.
- To guide us through a detailed explanation of this, we have X...
- Let's move on. X, could you please take it from here?

Accepting the Speaking Role

- Thank you Y, I will now move on to the next topic/point...
- As Y mentioned ..., but let me elaborate on/add to this point...
- To guide us through a detailed explanation of this, we have X...
- Very interesting/Good point Y. I'll take it from here by saying...

Product/Service Critique Presentation Preparation: Practice Presentation-- Using Partner Transitional Phrases

This will be done in pairs, so you must make sure that you use the appropriate transitional language as you switch speaking roles with your partner. The instructor will tell you what product/service you will be focusing on.

Instructions

Step 1: Determine who invented the product/service, where the product/service was invented, and when the product/service was invented. If it is appropriate, take note of any other interesting information you can find out. *Remember that you might not always find information that is as specific as you would like! For example, the exact person who invented the product might not be known. It could be simply a group of people or country.*

Step 2: Consider possible disadvantages/problems people may have faced with the early versions of the invention.

Step 3: Look at various innovations that took place from when the product/service was first invented to how it is today. Think about if these innovations were solutions to the disadvantages/problems with the early versions. *This information may not always be clearly stated! If a product/service has developed over time, you may have to determine yourself if the developments were solutions to problems with the earlier versions*

Step 4: Ensure that you and your partner have prepared the presentation in such a way that you are taking turns speaking and that you are using appropriate transitional phrases when you switch speaking roles.

Step 5: Present all the required information in a detailed, but efficient and smooth manner. The presentation should be brief: only about 2-3 minutes.

Use the space below to write down your information.

WEEK 11 - Structure of the Product/Service Critique Presentation

Hook	Engage your audience.	
Topic	Introduce the product or service.	
Give historical background	Who invented the product? When and where? (Or how did service begin and evolve?)	
Brief overview of innovations or services from beginning to present day		
Thesis statement		
Disadvantage 1	Provide a specific explanation.	Include some examples.
Disadvantage 2	Provide a specific explanation.	Include some examples.
Disadvantage 3	Provide a specific explanation.	Include some examples.
Disadvantage 4 Optional (depending on time)	Provide a specific explanation.	Include some examples.
Summary of disadvantages	Restate the thesis.	
Concluding statement	Include a future thought.	

WEEK 12 - Tips for Working as a Team

To work with one another effectively, each member of a group must be a good communicator.

Effective communicators:

- can explain their own ideas
- express their feelings in an open but non-threatening way
- listen carefully to others
- ask questions to clarify others' ideas and emotions
- can sense how others feel based on their nonverbal communication
- will initiate conversations about group climate or process if they sense tensions brewing
- reflect on the activities and interactions of their group and encourage other group members to do so as well.

To work together successfully, each group member must demonstrate a willingness to 'stick' together and work together.

Skills for a healthy group climate include:

- **Openness:** Each group member is willing to get to know the other member(s), particularly those with different interests and backgrounds. Each group member should be open to new ideas, diverse viewpoints, and the variety of individuals present within the group. Each group member should listen to others and share his/her ideas.
- **Trust and self-disclosure:** Each group member must trust one another enough to share his/her own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful.
- **Support:** Each group member should demonstrate support for one another as s/he accomplishes his/her goals. Each member should not view the other as a competitor but as a collaborator.
- **Respect:** Each group member should communicate his/her opinions in a way that respects others, focusing on "What can we learn?" rather than "Who is to blame?"

Besides knowing how to develop a healthy group climate, you also need to know how to function so that both group members are productive and accomplish their tasks effectively.

Skills for an effective group process include:

- **Individual responsibility and accountability:** Each group member agrees on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). Each member can be held accountable for his/her tasks.
- **Constructive Feedback:** Each group member is able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviours, instead of individuals, being as positive as possible, and offering suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.
- **Problem solving:** Each group member helps the group to develop and use strategies central to the group goals. As such, s/he can facilitate group decision making and deal productively with conflict. In extreme cases, each member knows when to approach the professor for additional advice and help.
- **Management and organization:** Each group member knows how to plan and manage a task, how to manage time, and how to run a meeting. Also, each member stays focused on the task and helps others to do so too.
- **Knowledge of roles:** Each group member knows which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, etc.) and are aware of which role(s) s/he and others are best suited for.

Adapted from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member>

For more information have a look at the link above.

ADDITIONAL SOURCES

Useful Pronunciation Links

- The Sounds of American English
<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>
[a detailed description of the manner and place of articulation]

- General Pronunciation
<http://www.englishclub.com/pronunciation/>

- Pronunciation, Vocabulary, and Listening & Speaking
<http://www.manythings.org/pp/>

- General Pronunciation & Minimal Pairs
<http://www.international.ouc.bc.ca/pronunciation/>

- Minimal Pairs
<http://shiporsheep.com/>

- English Vowel Sounds
<http://www.fonetiks.org/engsou2am.html>

- English Vowel Sounds & Related Videos
<http://www.fonetiks.org/engsou2am.html>

- Grammar, Vocabulary & Pronunciation
<http://www.bbc.co.uk/worldservice/learningenglish/language/>

- Pronunciation
<http://www.englishaccentcoach.com>

- Listening & Vocabulary
<http://www.esl-lab.com/>

Websites and Practices Useful for Paraphrasing

To write a summary of a talk or an article, include *only* main ideas. Paraphrased language must be used; otherwise, it is considered to be plagiarized material. This means that you must *not* copy the exact words that the speaker uses in the talk. In order to learn more about paraphrasing and to see how it is done effectively, watch this video:

<https://www.youtube.com/watch?v=SGoIePml2w4>

Using the strategies discussed in the video, paraphrase the passage below.

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

From: <https://owl.english.purdue.edu/owl/resource/619/2/>

Websites Useful for Creating In-text Citations and References

[http://ereference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides#AmericanPsychologicalAssociation\(APA\)](http://ereference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides#AmericanPsychologicalAssociation(APA))

[UW library's citation / style guides]

https://library.osu.edu/documents/research-services/OSUL_APA2012.pdf

[APA Citation Guide from UW library's website]

[http://writing.wisc.edu/Handbook/American_Psychological_Association_\(APA\)_Documentation_M.pdf](http://writing.wisc.edu/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf)

[An overview of the APA documentation described in the 6th ed. of the Publication Manual of the American Psychological Association]

http://blog.apastyle.org/apastyle/2011/01/writing-in-text-citations-in-apa-style.html?_ga=1.129220040.53950928.1425846234

[guidelines for in-text citations]

<http://blog.apastyle.org/apastyle/2010/11/how-to-cite-something-you-found-on-a-website-in-apa-style.html>

[guidelines for citations of electronic sources]

<http://blog.apastyle.org/files/missing-pieces---apa-style-reference-table.pdf>

[guidelines for citations of sources with some missing data]

Useful Transitions for Presentations

Adapted from <http://www.studygs.net/wrtstr6.htm>

Addition:

also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly

Consequence:

accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, therefore

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Exemplifying:

especially, for instance, in particular, namely, particularly, including, specifically, such as

Illustration:

for example, for instance, for one thing, as an illustration, as an example, in this case

Emphasis:

above all, with attention to, especially, particularly

Similarity:

comparatively, coupled with, identically, likewise, similar, moreover, together with

Exception:

aside from, besides, except, excepting, excluding, exclusive of, other than, outside of

Restatement:

in other words, namely, that is, that is to say, in short, in brief, to put it differently

Contrast and Comparison:

contrast, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, to sum up, to summarize, finally

Diversion:

by the way, incidentally

Direction:

here, there, over there, beyond, nearly, opposite, under, above
to the left, to the right, in the distance

Signpost Language for Guiding Your Listener – Individual Presentations

A. Introducing the topic	<ol style="list-style-type: none"> 1. The subject/topic of my presentation is ... 2. I'm going to talk about ... 3. The topic I'd like to share with you today is... 4. My talk is concerned with ... 5. I'm going to talk about.... 6. My topic today is...
B. Starting a new section	<ol style="list-style-type: none"> 1. Now let's turn to ... 2. Now we'll move on to... 3. Let's look now at... 4. The next issue/topic/area I'd like to focus on ... 5. I'd like to talk about 6. Now I'd like now to discuss...
C. Giving examples	<ol style="list-style-type: none"> 1. For example,... 2. A good example of this is... 3. As an illustration,... 4. To give you an example,... 5. To illustrate this point, I'd like to... 6. This point can be illustrated with the following example.
D. Analysing a point	<ol style="list-style-type: none"> 1. Let's consider this in more detail... 2. Why is this important? 3. The significance of this is...
E. Paraphrasing and clarifying	<ol style="list-style-type: none"> 1. In other words, 2. So what I'm saying is that ... 3. To put it more simply, 4. To put it another way, 5. So what this means is that ...
F. Finishing a section	<ol style="list-style-type: none"> 1. That's all I have to say about... 2. We've looked at...
G. Summarising and concluding	<ol style="list-style-type: none"> 1. Let's summarise briefly what we've looked at. 2. If I can just sum up the main points... 3. So, to remind you of what I've covered in this talk, ... 4. I'd like now to recap. 5. Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that
H. Finishing the presentation	<ol style="list-style-type: none"> 1. Thank you for coming. 2. Thank you for your attention. 3. Thank you for attending.

	WAIT FOR APPLAUSE
I. Invitation to discuss / ask questions	<ol style="list-style-type: none">1. Does anyone have any questions or comments?2. Please feel free to ask any questions or give comments.3. If you would like me to elaborate on any point, please ask.4. I'd be happy to answer any questions that you have.5. I'm interested to hear any questions or comments that you have.

References

"Presentations: Language Expert." *BBC News*. BBC, n.d. Web. 19 Feb. 2015.

Signpost Language for Guiding Your Listener – A Presentation with a Partner

A. Introducing the topic	<ol style="list-style-type: none"> 1. The subject/topic of our presentation is ... 2. We're going to talk about ... 3. The topic we'd like to share with you today is... 4. Our talk is concerned with ... 5. We're going to talk about.... 6. Our topic today is...
B. Starting a new section	<ol style="list-style-type: none"> 1. Now let's turn to ... 2. Now we'll move on to... 3. Let's look now at... 4. The next issue/topic/area I'd like to focus on is ... 5. I'd like to talk about 6. I'd like now to discuss...
C. Giving examples	<ol style="list-style-type: none"> 1. For example, ... 2. A good example of this is... 3. As an illustration, ... 4. To give you an example, ... 5. To illustrate this point, I'd like to... 6. This point can be illustrated with the following example, and X is going to present it to us.
D. Analysing a point	<ol style="list-style-type: none"> 1. Let's consider this in more detail. 2. Why is this important? 3. The significance of this is
E. Paraphrasing and clarifying	<ol style="list-style-type: none"> 1. In other words, 2. So what I'm saying is.... 3. To put it more simply, 4. To put it another way, 5. So what this means is...
F. Finishing a section	<ol style="list-style-type: none"> 1. That's all I/we have to say about... 2. We've looked at... 3. That is all for this particular point.
G. Passing a section to a co-presenter	<ol style="list-style-type: none"> 1. Now X is going to talk about/speak about/discuss 2. Now we'll move on to and X will talk/speak about/discuss it. 3. The next issue/topic/area we'd like to focus on is & X is going to talk/speak about/discuss it. 4. X would now like to talk about/speak about/discuss 5. We'd like now to talk about/speak about/discuss, so I'll now give the floor to X. 6. To talk about our next topic/point, we have X... 7. I will now give the floor to X who will describe/talk about...

	<ol style="list-style-type: none"> 8. X will now give some insight into the next point. 9. To guide us through a detailed explanation of this, we have X... 10. Let's move on. X, could you please take it from here?
H. Accepting the role	<ol style="list-style-type: none"> 1. Thank you Y. I will now move on to the next topic/point... 2. As Y mentioned ..., but let me elaborate on/add to this point. 3. Very interesting/Good point Y. I'll take it from here by saying...
I. Summarising and concluding	<ol style="list-style-type: none"> 1. Let's summarise briefly what we've looked at. 2. If I can just sum up the main points. 3. So, to remind you of what we've covered in this talk, ... 4. I'd like now to recap. 5. Unfortunately, we seem to have run out of time, so I'll conclude very briefly by saying that
J. Finishing the presentation	<ol style="list-style-type: none"> 1. Thank you for coming. 2. Thank you for your attention. 3. Thank you for attending. 4. We'd like to thank you for your attention today.
	WAIT FOR APPLAUSE
K. Invitation to discuss / ask questions	<ol style="list-style-type: none"> 1. Does anyone have any questions or comments? 2. Please feel free to ask us any questions or give comments. 3. If you would like us to elaborate on any point, please ask. 4. We'd be happy to answer any questions that you have. 5. We're interested to hear any questions or comments that you have.
	MAKE SURE THAT <u>BOTH</u> PRESENTERS RESPOND TO QUESTIONS BY TAKING TURNS ANSWERING DIFFERENT QUESTIONS.

Adapted from:

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>.