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MID TERM ASSIGNMENT

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ORAL PRESENTATION AND SPEECH

An oral presentation is generally a speech or vocal performance, occasionally accompanied by visual based presentations such as a slideshow.

An oral presentation is where you show your knowledge on a particular subject. You might be able to choose your topic, or maybe you have been given something to research and talk about to audience.

STEPS:

Oral presentations typically involve three important steps

- 1) planning
- 2) Practicing
- 3) Presenting

1. Planning

Oral presentations require a good deal of planning

Make sure to address the following issues:

Audience:

- Focus your presentation on the audience. Your presentation is not about how much you can say, but about how much your audience can understand.
- Organize your information into three to five points/categories. Audiences can only easily remember a maximum of three to five points. □
- Build repetition. Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.

Introduction:

- Introduce yourself if needed, providing your affiliation and credibility.
- Create an effective opening that will interest your audience: pose a question, give an amazing fact, or tell a short, interesting story.
- Reveal your topic to the audience and explain why it is important for them to learn about.
- Give a brief outline of the major points you will cover in your presentation.

Main Body:

- Explain your points and Give clear explanations. Provide sufficient evidence to be convincing.
- Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section.
- Use analogies and stories to explain complicated ideas and to build repetition.

Conclusion:

- Signal your conclusion with a transition.
- Summarize your points.
- Refer to future action if needed.
- End with, "Thank You."
- If answering questions, tell your audience, "I'll now be happy to answer any questions."

2. Practicing

Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

- Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you are pausing awkwardly, talking too fast, or using distracting gestures.
- Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.
- Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content. What aspects of your delivery work well to convey the information and argument of the presentation, and what aspects of your delivery are not working as well as they could? Also, are there moments in your presentation in which your peers become confused, bored, or distracted?
- Remember that the more you practice, the more comfortable you will become with the material. As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.

3. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.

- Maintain eye contact. Only look at notes or slides very briefly.
- Be aware of your body posture.
- Be enthusiastic about your topic.
- Smile.
- Slow down your speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.
- Use gestures to emphasize points and move about the space if possible.

- Calibrate the volume of your voice so that people in the back of the room can hear you.
- Avoid fillers, such as “Ah, uh, I mean, like, okay, um....”
- Act as natural and relaxed as possible.
- Dress appropriately.

OBJECTIVES:

1. Select appropriate points of emphasis in your presentation
2. Develop a useful level of detail
3. Choose and prepare appropriate visual aids
4. Create a tone that is sensitive to your audience circumstances

SCOPE:

Scope means the possibility of any particular subject in a particular field. It can be understood by dividing in two parts that is

1. Internal or within organization: it include staff meetings, personal discussions, presentations, telephone discourse and informal conversation
2. External or out of organization: it include face to face meetings, speeches, telephone calls, teleconferences or video conferences

PREPARING ORAL PRESENTATION:

To prepare the oral presentation following steps should be followed:

3. Determine the purpose of your presentation and identify you objectives
4. Analyze the audience
5. Adapt the message and define your topic

6. Gather information and arrange your material in a way that makes sense of your objectives
7. Compose your presentation
8. Create visual aids
9. Practice your presentation
10. Make necessary adjustments
11. Practice again

KINDS OF ORAL PRESENTATION:

The following is an overview of several common types of presentations and their purpose. Each presentation type requires a specific organization technique to assure they are understood and remembered by the audience.

1. Informative oral presentation

Keep an informative presentation brief and to the point. Stick to the facts and avoid complicated information. Choose one of the following organizational structures for an informative presentation:

Time

- Explains when things should happen
- Works best with visual people or people who can see the overall organization or sequence of events
- Use words like "first," "second," "third," to list order

Place

- Explains where things should happen
- Works best with people who understand the group or area you are talking about
- Use words like "Region 1, 2, 3, or 4" to explain order

Cause and Effect

- Explains how things should happen
- Works best with people who understand the relationship between events
- Use phrases like "Because of, we now have to...."

Logical Order

- Simply list items in their order of importance.
- Works best with people who are accustomed to breaking down complex data into components in order to digest the material

2. Instructional oral presentation

Your purpose in an instructional presentation is to give specific directions or orders. Your presentation will probably be a bit longer, because it has to cover your topic thoroughly. In an instructional presentation, your listeners should come away with new knowledge or a new skill.

- Explain why the information or skill is valuable to the audience
- Explain the learning objectives of the instructional program
- Demonstrate the process if it involves something in which the audience will later participate using the following method
- Demonstrate it first without comment
- Demonstrate it again with a brief explanation
- Demonstrate it a third time, step-by-step, with an explanation
- Have the participants practice the skill
- Provide participants the opportunity to ask questions, give, and receive feedback from you and their peers
- Connect the learning to actual use

3. Arousing oral presentation

Your purpose in an arousing presentation is to make people think about a certain problem or situation. You want to arouse the audience's emotions and intellect so that they will be receptive to your point of view. Use vivid language in an arousing presentation, project sincerity and enthusiasm.

- Gain attention with a story that illustrates (and sometimes exaggerates) the problem
- Show the need to solve the problem and illustrate it with an example that is general or commonplace
- Describe your solution for a satisfactory resolution to the problem
- Compare/contrast the two worlds with the problem solved and unsolved
- Call the audience to action to help solve the problem
- Give the audience a directive that is clear, easy, and immediate

4. Persuasive oral presentation

Your purpose in a persuasive presentation is to convince your listeners to accept your proposal. A convincing persuasive presentation offers a solution to a controversy, dispute, or problem. To succeed with a persuasive presentation, you must present sufficient logic, evidence, and emotion to sway the audience to your viewpoint.

- Create a great introduction because a persuasive presentation introduction must accomplish the following:
 - Seize the audience's attention
 - Disclose the problem or needs that your product or service will satisfy
 - Tantalize the audience by describing the advantages of solving the problem or need
 - Create a desire for the audience to agree with you by describing exactly how your product or service will fill their real needs
- Close your persuasive presentation with a call to action
- Ask for the order
- Ask for the decision that you want to be made
- Ask for the course of action that you want to be followed

5. Decision-making oral presentation

Your purpose in a decision-making presentation is to move your audience to take your suggested action. A decision-making presentation presents ideas, suggestions, and arguments strongly enough to persuade an audience to carry out your requests. In a decision-making presentation, you must tell the audience what to do and how to do it. You should also let them know what will happen if they don't do what you ask.

- Gain attention with a story that illustrates the problem
- Show the need to solve the problem and illustrate it with an example that is general or commonplace
- Describe your solution to bring a satisfactory resolution to the problem
- Compare/contrast the two worlds with the problem solved and unsolved
- Call the audience to action to help solve the problem and give them a way to be part of the solution

WAYS OF DELIVERING ORAL PRESENTATION

There are four ways of delivering oral presentation

1. MANUSCRIPT

The manuscript method is a form of speech delivery that involves speaking from text. With this method, a speaker will write out her speech word for word and practice how she will deliver the speech. A disadvantage of this method is a person may sound too practiced or stiff. To avoid sounding rehearsed, use eye contact, facial expressions and vocal variety to engage the audience. Use frequent glances at highlighted key points instead of reading the speech word for word.

2. MEMORIZATION

The memorization method is a form of speech delivery that involves fully memorizing a speech, from start to finish, before delivering it. This method of delivery allows a speaker to move around the stage or platform and maintain eye contact with the audience without relying on a script or notes. For speakers who deliver their speeches by memorization, add inflection to the voice and keep notes nearby to avoid forgetting an important key point.

3. IMPROMPTU

The impromptu speech is spur-of-the-moment, with little to no time to prepare for this type of speech. For this method, you may be asked to give a few remarks, or share your thoughts with the group. The important thing to remember with this type of speaking is to know your main point, limit your thoughts to two to three ideas, and wrap it up with a conclusion. If you can think well enough on your feet, your conclusion will connect to your opening remarks or main idea. Impromptu speeches are best kept brief.

4. EXTEMPORANEOUS

The extemporaneous method is ideal for most speaking situations. While it requires a great deal of preparation, it allows for great flexibility for the speaker, often delivering a much more engaging speech. For this method, a speaker will organize a speech with notes or an outline, and practice the delivery, but not word-for-word. A speaker may highlight key points in the speech and memorize a few portions of the speech, but will also speak in a more conversational tone. The extemporaneous method of delivery gives a speaker the flexibility to deliver a speech in a natural manner while maintaining eye contact and engaging an audience.

STRATEGIES OF USING AN EFFECTIVE ORAL DELIVERY:

VOCAL CUES

A voice communicates a great deal more than words alone. A presenter's voice is a potentially powerful tool to make an oral delivery effective and impressive. Professionals whose careers depend on skilled communication take seriously the need to develop positive and powerful vocal attributes.

PITCH

The term pitch refers to the degree of highness or lowness of a sound. Every voice has a normal pitch in terms of what is "normal" for the speaker. The norm for an effective communicator is a pitch that can be raised a few levels without sounding squeaky and lowered a few levels without sounding grumbly. Such a range allows a speaker to vary pitch for contrast while maintaining a vocal quality that is pleasing to the ear.

Pitch has a notable impact on how a presenter is perceived. In every species that makes audible sounds, the young have higher-pitched voices than do grown adults. Consequently, a high-pitched voice is associated with immaturity. An excessively high-pitched voice is shrill and unpleasant to listen to for long. A person who speaks in a high-pitched voice will be taken more seriously if the pitch is lowered.

VOLUME

Volume Listeners want to clearly hear a speaker without straining to do so and without being blasted out of their chairs. A presenter who speaks too loudly may be perceived as bombastic, aggressive, or insensitive to listeners. On the other hand, one who speaks too softly may convey the impression of being passive or insecure.

It is commonly thought that a point is emphasized by voicing it more loudly. The reverse is true. An audience is more attentive to a point that is stated at a lower (but still clearly audible) volume. Emphasis is added by lifting the pitch, slowing the rate, and/or changing the tone of voice.

RATE

An average rate of speech is 140 words per minute. As with other vocal characteristics, the rate of speech should be varied during a presentation. For emphasis, a speaker may periodically slow down to less than 100 words per minute to voice a point in a deliberate manner. To elevate the level of energy or quickly convey a point of lesser importance, a speaker may occasionally accelerate the rate to more than 170 words per minute.

A consistently slow rate of speech conveys fatigue or disinterest. Flailing speech can suggest that the speaker has difficulty formulating thoughts. Presenters who consistently speak at a rapid rate may be perceived to be nervous, impatient, or hurried.

TONE

The quality of tone is a combination of pitch, strength, and character. Character refers to the sense or meaning a particular tone conveys. For example, a tone of voice may be described

as gentle, angry, sarcastic, childish, or serious. The tone of voice with which a speaker expresses a point says more to an audience than the words themselves. As with other vocal characteristics, tone also says something to an audience about the speaker. A faltering tone of voice is perceived as timid or indecisive, a harsh tone of voice as aggressive. A nasal tone lacks the depth that adds authority to a voice. A monotone or flat tone that lacks variations suggests a lack of interest or energy.

SPEECH PATTERNS

The term speech pattern refers to any vocal trait that is habitual. Although usually learned behavior, speech patterns are sometimes a reflection of a psychological or emotional condition. A person who repeatedly voices the phrase like "you know" may have acquired the habit from a peer group, or the pattern may signal that the person is nervous when speaking before a group.

Speech patterns include

Inflection, articulation, fillers and pauses

1. Inflection

Proper inflection is the practice of altering the tone and/or pitch of voice to more clearly express or magnify meaning. It is an effective communication technique that can help to sustain audience attention and make a message more memorable. Proper inflection is a speech pattern of skilled speakers who deliver each point in just the right pitch and tone that exactly conveys the message, how the speaker feels about the point, or how the speaker wants the audience to feel in response

2. Articulation

Articulation is the skill of speaking in distinct syllables. Articulate speech is characterized by correct pronunciation and clear enunciation. More articulate speech is developed by listening to articulate speakers and emulating their speech patterns, checking a dictionary when in doubt about the pronunciation of a word, and practicing enunciation exercises.

Mumbling is a speech pattern lacking articulation. Speakers who mumble do not convey vocal vitality, they lose the advantage that skillful inflection adds to a presentation, and they may be perceived as disinterested.

3. Fillers

One of the more distracting patterns of speech is the use of fillers unnecessary words or phrases that are repeatedly interjected into a message. Expressions such as "uh," "um," "you

know," "basically," and "it's kinda like" add no meaning. Fillers interrupt the continuity of communication. They signal uncertainty or nervousness on the part of a speaker who tries to fill up every silence with sound. The speech pattern of voicing fillers can be overcome by practicing the techniques listed below

- Speak in shorter sentences. Avoid run-on sentences that string together several phrases joined by conjunctions. Speakers who make excessive use of conjunctions are more likely to develop a habit of attaching a filler to every conjunction, as in "and um" or "but uh."
- Concentrate on bringing each sentence to an end (period).

4. Pauses

At one time, a soft drink was advertised with the slogan, "The pause that refreshes." Pauses in a presentation can have the same effect. While a presenter is speaking, the audience is working at listening. A moment of silence gives listeners an opportunity to digest what they have heard. Pauses help a speaker avoid the use of fillers. They can serve to slow a too-rapid rate of speech. Intentional pauses can add importance to a message. Inserted after a key point or after a particularly striking or insightful statement, a pause allows the audience a moment to reflect. "The right word," Mark Twain noted, "may be effective, but no word was ever as effective as a rightly timed pause."

STRATEGIES FOR EFFECTIVE NON VERBAL DELIVERY:

Facial Expressions

From the facial expression an audience derives a sense of how a presenter feels about a point and about them. A smile or laugh suggest that your topic interests you. A frown may convey non verbal expressions that you are worried, angry or ill.

Eye contact

Making eye contact with people in an audience is important because it sends a signal that the speaker is connecting with them. Attention to eye contact forces a presenter to become sufficiently prepared so as not to be dependent on reading from notes

Meaningful eye contact distinguish relational presenters from information bound speakers

Gestures

At a simplistic level any movement of the hands, arms, head and shoulders are termed as gestures

Appropriate gesture gives physical expression to the spoken word, they are symbolic in nature, in that the meaning of many gestures is commonly understood among members of the same culture

Example: gestures are used for several reasons that is to point, to reject, to describe, to accept

Postures

The position in which someone holds their body when standing or sitting.

Good posture is an attribute that contributes to a speaker's presence.

For Example When you are stand straight and balance your weight on both feet, you give impression of complete control. When draped over a rostrum with your shoulder sagging, you give the feeling of depression or lack of control

Movement

The influence of television has accustomed people to viewing visual images in action. A presenter is a visual image. As a rule, when a speaker remains stationary, as though locked in one place on the platform, the interest of the audience wanes. When a speaker doesn't move. People in the audience don't move their heads, their eyes, or their position while seated. Remaining sedentary for long is tiresome, and the last thing a presenter wants to create is the impression of being tiresome.

- **Head Movement:** A speaker's head should move. How? In a manner that reinforces the meaning the speaker wants to convey. Nodding the head up and down communicates affirmation. Shaking the head side to side signifies disagreement. Cocking the head to the side signals uncertainty, or suggests that a person is thinking.
- **Body Movement:** A speaker's body should move. Body movement adds more than expressiveness to a presentation. It adds energy as well. Effective presenters make use of the entire platform available to them as a means of expanding their presence before a group. From the perspective of the audience, a speaker who remains in one spot is present on that one spot only. Whereas presenters who move around fill the meeting room with their presence. Movement suggests that a speaker is at ease comfortable, and confident in the presentation environment

Appearance/attire

How you look and what wear affect the listeners?

It is the first and most visible thing an audience sees and something they view throughout a presentation.

The guidelines described below are consistent with the standards commonly accepted by successful professionals:

1. Refrain from overdressing or under dressing
2. Few accessories should be worn
3. Hair should be clean and neatly styled
4. Clothing of very bad or bright colours should be avoided

READING SKILLS:

A particular interpretation of something. It is the complex cognitive process of decoding symbols to derive meaning from the text

For example reading a book

Reading is a skill which enables us to get a message, recognize written words, to understand the meaning, used to teach pronunciation, grasping information from the texts.

There are three components of reading

1. Decoding: refers to the process of translating a printed word into a sound.
2. Comprehension: it is the level of understanding of a text or message. This interaction comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.
3. Retention: the condition of retaining (keeping) something. It could be in the short term memory or long term memory.

ACTIVE READING TECHNIQUES:

Active reading is the mental process that highly effective readers use when approaching reading. This technique require a reader to read critically by focusing on the material to understand and actively engage with the material by being aware of one's own thought process when reading. Through active reading readers gain greater critical thinking skills that makes things easier to understand and enables readers to retain information for a longer period of time.

Following are the techniques to make the reading active:

1. IDENTIFY NEW WORDS

Most of us develop a bad habit of glossing over words that are vaguely familiar to us, often not even realizing we are doing so. When you read a difficult passage or book, take a few moments to really observe challenging words.

Practice by underlining every word that you cannot replace with a synonym.

Once you have a list of words, write the words and definitions in a logbook. Revisit this log several times and quiz yourself on the words.

2. FIND MAIN IDEA OR THESIS

As your reading level increases, the complexity of your material will likely increase as well. The thesis or main idea may no longer be provided in the first sentence; it may instead be located in the second paragraph or even the second page.

Finding the thesis is crucial to comprehension. You'll need to practice finding the thesis of the text or article each time you're reading.

3. CREATE A PRELIMINARY OUTLINE

Before you dive into reading the text of a difficult book or chapter, take some time to scan the pages for subtitles and other indications of the structure. If you don't see subtitles or chapters, look for transition words between paragraphs.

Using this information, you can craft a preliminary outline of the text. Think of this as the reverse of creating an outline for your essays and research papers. Going backward in this way helps you absorb the information you are reading. Your mind will, therefore, be better able to plug the information into the mental framework.

4. READ WITH PENCIL

Highlighters can be overrated. Some students commit highlighter overkill and end up with a sloppy multi-colored mess.

Sometimes it's more effective to use a pencil and notes when you write. Use the pencil to underline, circle, and define words in the margins.

5. DRAW AND SKETCH

No matter what type of information you are reading, visual learners can always create a mind map, a Venn diagram, a sketch, or a timeline to represent the information.

Start by taking a clean sheet of paper and creating a visual representation of the book or chapter you're reading. You'll be amazed by the difference this will make for retaining information and remembering details.

6. MAKE A SHRINKING OUTLINE

A shrinking outline is another useful tool for reinforcing the information that you read in a text or in your class notes. To make a shrinking outline, you need to re-write material you see in your text. While it is a time consuming exercise to write out your notes, it is also a very effective one. Writing is a necessary part of active reading.

Once you have written out a few paragraphs of material, read it over and think of one keyword that represents an entire paragraph's message. Write that keyword in the margin.

Once you have written several keywords for a long text, go down the line of keywords and see if each word will prompt you to remember the full concept of the paragraph it represents. If not re-read the paragraph and choose a more accurate keyword.

Once every paragraph can be recalled by a keyword, you can begin to create clumps of keywords. If necessary (e.g. if you have a lot of material to memorize) you can reduce the material again so that one word or acronym helps you remember the clumps of keywords.

7. READ AGAIN AND AGAIN

We all retain more when we repeat a reading. It's good practice to read once for a basic understanding of the material, and read at least one more time to grasp the information more thoroughly.

SKIMMING:

Skimming is high speed reading the material in order to get idea of its subject matter without paying close attention to the details.

It can save a lot of time and help to get through lots of material quickly. It is to get general sense of the passage or a book. It is really a useful skill because it helps to skip over unimportant words so that one can read faster.

WHEN SKIMMING?

- Don't read everything but try to skip the text
- Read the titles
- Read the first and last sentences of the paragraphs
- Notice any picture, charts, graphics
- Read the introduction and the summary
- Read a few examples until you understand the concepts that are meant to illustrate

GENERAL AND CAREFUL READING:

General reading:

General reading refers to simple reading. The process whereby a mind, with nothing to operate on but the symbols of the readable matter, and with no help from outside, elevates itself by the power of its own operations. The mind passes from understanding less to understanding more. The skilled operations that cause this to happen are the various acts that constitute the art of general reading.

Careful reading:

Careful reading allows you to understand material thoroughly and to monitor your comprehension. During this technique you read the text slowly to pay close attention to all the details.

Careful reading or reading for detail is probably the most commonly used reading strategy. This is a **slower reading process** that starts at the beginning of a passage and proceeds to the end. When reading for detail, **we should read every sentence**, but we should not try to know the exact meaning of each word. Even native speakers infer the meaning of unknown words as they read. Reassure yourself that even when reading for information, we do not need to know every word on the page but should try and guess its meaning from the context, a valuable skill in and of itself. If you put too much pressure on yourselves when it comes to new vocabulary, the dictionary may become more of a burden than a blessing.