
Say It with Skill

効果的な英語プレゼンテーション技法

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NAN'UN-DO

Say It with Skill

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Preface

Welcome to “Say It with Skill”! Presentations are an essential communication skill or tool in today’s world, yet many of us find public speaking stressful, even overwhelming. And when we are addressing an audience in a foreign language, our anxiety is likely to be even greater. But if we can overcome this anxiety and deliver a well-organized, interesting presentation, it can be a feather in our cap and a thoroughly enjoyable and unforgettable experience for speaker and listeners alike. Effective presentations are created through the speaker’s mastery of a range of very learnable skills. This textbook will help you develop these skills and give you the confidence you need to apply what you have learned, so that you, too, will be able to connect with your audience in a memorable and satisfying way.

“Say It with Skill” guides you through 15 essential presentation skills. The skills are divided into three general categories, with five specific skills for each category or section. Part One is “Mastering the basics.” This section deals with (1) what I call “gaze” – the ability to sustain meaningful eye contact; (2) speaking from notes – an essential means of maintaining fresh (rather than “canned”) communication with the audience; (3) gestures – an important source of adding liveliness to your speech; (4) variety – techniques to use your voice to “shake things up” and avoid monotony; and (5) asking questions of the audience – a common, necessary, but often poorly executed strategy. Would-be presenters are often aware of the importance of these five basic skills but find it difficult to put them to effective use. Doing the activities in Part One will help you overcome this difficulty and make you a master of these essential techniques.

Part Two, “Honing the content,” focuses on the information and ideas that you share with your audience. “To hone” means to sharpen. Imagine your presentation as a knife. To be a useful tool, the knife must be sharp, not dull, and it should come to a point. It should also be clear what type of knife it is and what it is used for. And after handling a knife, it should be put away properly. What’s true of the knife is true of a good presentation. The skills covered in Part 2 include (1) finding the focus of your presentation – an often neglected key to success; (2) making the appeal or interest of your topic obvious to your audience – an effective way to motivate your listeners; (3) achieving clarity – finding ways to help your audience absorb your content without confusion; (4) creating a sense of closure – leaving your audience feeling satisfied, not as if they had been abruptly abandoned; and (5) using visuals – learning how to use “props” to support and enliven your message, but not overpower it. As you work your way through Part Two, you will find yourself thinking about communication and your relationship with the audience in a new and more meaningful way. And that’s a good thing!

In, Part Three, you will learn about and practice “Adding more engagement.” By this is meant

how you can pull your audience even further into your presentation, and make them feel more engaged in it. This part focuses on (1) speaking with authority – backing your message up with compelling evidence; (2) telling stories – a time-honored method for entertaining your audience while illustrating a point; (3) speaking with eloquence – employing a variety of techniques to dress up and make your speaking style more attractive, more magnetic; (4) adding interaction – tossing in stimulating comments or ideas to get your audience directly involved; and (5) carrying out a dynamic Q&A session – the final opportunity to connect with your audience and make sure they are fully satisfied. With the skills of this last part under your belt, you are sure to give a presentation that goes beyond “adequate” and rises up to one that is genuinely inspiring and delightful.

Each of the 15 units features four activities that allow you to practice that unit’s specific skill in a variety of ways. An additional “focus on language” section provides you with important words and expressions that are related to and useful for that unit’s presentation. As you progress through the units, you will naturally, automatically become a stronger, more well-worth-listening-to communicator. And equally important, you will learn the joys and rewards of being a masterful public speaker. Now step up to the mike! Your audience awaits!

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Unit 1

Say It with Gaze

We're all been told time and again how important "eye contact" is in presentations. But many people do not quite understand what this means. They don't realize that effective eye contact requires a direct and steady gaze into the eyes of various people in the audience, one person at a time. This doesn't mean gazing at any one person for a long time—that would be rude! It means you looking directly into a person's eyes just long enough for him or her to know that he or she is the focus of your attention. The activities in this unit will show you how you can enhance and utilize your gaze for effective communication.

Activity 1: Gaze analysis

What causes your gaze to falter? There are several potential causes. Knowing your own particular pitfalls (that is, weak points) will enable you to use your gaze more effectively.

Instructions:

Read the potential causes below. Answer "yes" or "no" as each pertains to you. Then discuss your answers with some classmates in a small group.

My gaze falters because/when:

- | | | |
|---|-----|----|
| 1) I feel embarrassed when I look directly at people. | Yes | No |
| 2) I am afraid of losing my place in my speech. | Yes | No |
| 3) I cannot remember difficult words in my speech. | Yes | No |
| 4) I simply forget to look at the audience. | Yes | No |
| 5) I try to remember something and look up at the ceiling or down at the floor. | Yes | No |

☆ Focus on language

Here are some things you can say to start off a short talk:

Hello everyone.

Good morning/Good afternoon.

It's nice to see some familiar faces in the audience.

It's good to see you all here.

For those of you who don't know me, I'm ...

Let me just start by introducing myself. I'm ...

I'm pleased to be able to talk to you today about...

Before I start I should probably explain that ...

Today/This morning/This afternoon/This evening I'll be talking about ...

Today's talk is about ...



Activity 2: Wink killer

“Wink Killer” is a popular card game. In this activity we will modify the game a bit and use it to hone your gazing skills. Here’s how it works.

Activity preparation:

Without writing anything down, silently think about some things you might tell the audience about one of the following topics:

- My favorite food—What is it? Why do you like it? When did you last eat it? Who makes it or where do you buy it? etc.
- My favorite book—What is it? Why do you like it? When did you read it? What is it about? etc.
- My oldest friend—Who is he/she? How did you get to know each other? What is special about him/her? etc.

After you have thought about the above, the next step is:

- 1) One student is selected to share his/her thoughts with the class.
- 2) He or she faces the blackboard, and the teacher silently indicates (points to, taps on the shoulder) six classmates who will be the “winkers.”
- 3) The speaker turns around and begins his or her talk, looking around the audience, making sure to look into the eyes of various people.
- 4) When the speaker happens to look into the eyes of a “winker,” that person winks at the speaker.
- 5) If the speaker is looking properly into the winker’s eyes and notices the wink, he or she will stop speaking about the topic and briefly say, “I was winked at by (person’s name or a description of the person).”

Activity 3: The chosen ones

This activity is the opposite of the previous activity in that the speaker selects the people he or she will gaze at.

Activity preparation:

Without writing anything down, silently think about some things you might tell the audience about one of the following topics:

- a) A movie I hated—What is it? Why did you hate it? When did you see it? etc.
- b) My first part-time job—What kind of job was it? How did you get the job? Did you enjoy it or not? How long did you work there? etc.
- c) Something I lost that I regret losing—What did you lose? Where did you lose it? Did you buy another one or was it irreplaceable? etc.

After you have thought about the above, the next step is:

- 1) One student is selected to share his thoughts with the class.
- 2) He or she looks around the audience and silently selects six members from different parts of the classroom to practice gazing at—without indicating in any way who has been chosen.
- 3) The speaker writes down “the chosen ones” on a piece of paper (either writing the person’s name or a brief description).
- 4) As the speaker gives his or her talk, audience members who feel that they are one of the chosen ones (because the speaker has previously made strong eye contact with them) raise their hand.
- 5) The speaker continues to speak until at least one of the people he or she has chosen raises his or her hand.

Activity 4: Moving away from the page

When giving a presentation, never just read from a paper. Reading and presenting are different things altogether. During your speech it's OK to refer to something written from time to time—but you should not be talking as you do so. Stop talking, look down and remember what you want to say, look up and begin speaking again: that's how it should work. Rule of thumb: when speaking, your eyes should be on the audience, not on a piece of paper. The more you practice this the easier it will become.

Instructions:

Practice presenting the following information. You do not have to memorize it, but you do have to try to gaze at various members of the audience as often as possible as you give them the information. To do this, place your paper on a surface and stand one meter away (to the side or back) from the page. This is your “place of presentation.” Now step up to the page and “grab” (read and remember) as much of what is written as you can. Then move back to your place of presentation and deliver the information to the audience. When you need to look at the page again, step up or over and do so, and then move back to your spot. Do not speak until you are at your place of presentation one meter away from the page!

Good afternoon. As we all know, we have been facing some really hot weather recently.

Temperatures rose above 35 degrees Celsius in parts of the country on Tuesday, for the fourth straight day, reaching 38.6 in Koshu, in Yamanashi Prefecture, the highest figure so far this year. Tatebayashi, in Gunma Prefecture, recorded 37.8, and Tajimi, in Gifu Prefecture, slightly cooler, saw 37.5.

By mid-afternoon, 608 locations across Japan experienced temperatures above 30 degrees, marking this year's high. Temperatures hit the 35 degree mark at 92 spots, also this year's high.

Unit 2

Say It with Notes

One of the best ways to make sure that you speak directly to your audience and don't just recite or read to them is to work with notes, not a fully written speech. With good notes, you can look down and find the information you need quickly. Using good notes, you will sound fresh, rather than "canned." The activities in this unit will help you create effective notes that will free you from staring at the page and enable you to speak with a strong gaze and full confidence.

Activity 1: Say it *your way*

One big reason speakers do not feel confident about maintaining gaze is that they are afraid they will "get lost" and forget what to say if they don't look down at the page all the time. This anxiety is most likely to occur when the speech contains certain difficult or unfamiliar words and phrases that the speaker is hesitant to use. Tricky grammatical structures that can get twisted up in the speaker's mouth can cause even more nervousness. So keep this advice in mind: When making a presentation, where possible use words and phrases that are familiar to you, and keep your grammar simple. This will allow you to present your speech with greater assurance, and, at the same time, make it easier for your audience to understand you.

Instructions:

Look at the following short presentation about an event and the instructions for how it can be made simpler and less "daunting" to deliver.

① The Great Kanto Earthquake was one of the world's most devastating earthquakes. ② It struck on September 1st, 1923, at 11:58 a.m., originating from a fault six miles beneath the floor of Sagami Bay, 30 miles south of Tokyo. ③ The damage was most brutal in Yokohama. ④ At the time, hundreds of people were at the port of Yokohama, seeing off the *Empress of Australia*, a 615-foot luxury steamship bound for Vancouver. ⑤ The jolt knocked people off their feet and the pier collapsed. ⑥ A few minutes later, a 40-foot-high tsunami struck, sweeping away thousands of people. ⑦ Fires followed next, destroying some 381,000 houses. ⑧ The death toll was about 140,000, including 44,000 who had fled to Tokyo's Sumida River in the first few hours, only to be incinerated by a storm of fire.

- 1) Change “most devastating” in sentence ① .
- 2) Make sentence ② into three simple sentences and change “struck.”
- 3) Change “most brutal” in sentence ③ .
- 4) Change sentence ④ into three simple sentences, and change “bound for.”
- 5) Make sentence ⑥ and sentence ⑦ into two simple sentences each.
- 6) Make sentence ⑧ into three simple sentences and change “incinerated.”

Now, in a group, practice presenting the information in your own words.

☆ *Focus on language*

Many presentations list events or happenings in chronological order. Here are some words/expressions that you can use so you don't keep repeating the same words to explain the sequence of events.

<p>Group 1 Following A, B Upon A, B</p>	<p>Following/Upon graduation from Northwestern University, Ms. Ozawa began working at an appliance manufacturer.</p>
<p>Group 2 A... Subsequently, B... A... Next, B... A... Then B... A... After that, B...</p>	<p>Ms. Ozawa graduated from Northwestern University. Subsequently,/Next,/Then/After that, she began working at an appliance manufacturer.</p>
<p>Group 3 A... Shortly afterward, B... A... Soon, B... A... In no time, B...</p>	<p>Ms. Ozawa began working at an appliance manufacturer. Shortly afterward,/Soon,/In no time, she was appointed to work as liaison with the company's new Paris branch.</p>
<p>Group 4 A... Somewhat later, B... A... After a period of several months/years, B...</p>	<p>Ms. Ozawa was assigned to the marketing division. Somewhat later/After a period of several months, she was transferred to the international division.</p>

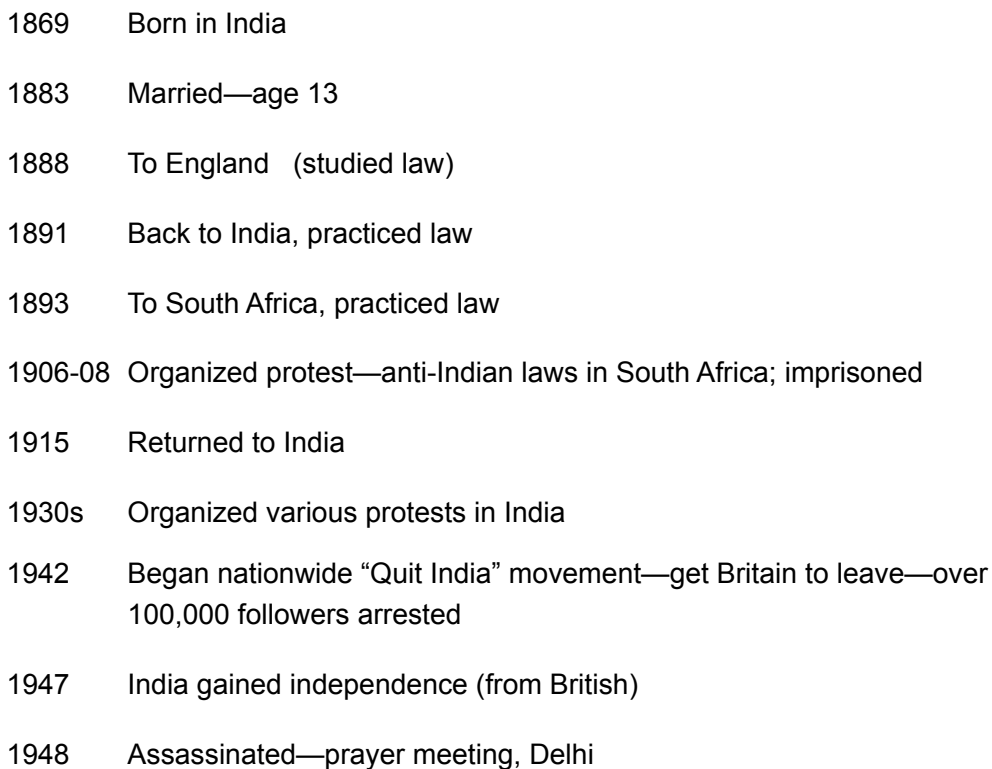


Activity 2: Connect the dots

To have a good, steady gaze, you can't feel as if you are “a prisoner to the written page.” The best way to break free is to work from notes. You need to write out your presentation and then memorize it. But you do need to know, of course, what you intend to say. If you prepare good notes, they will help you to remember your main points and at the same time to keep your “gaze” on your audience and *tell* them the information, not read it to them.

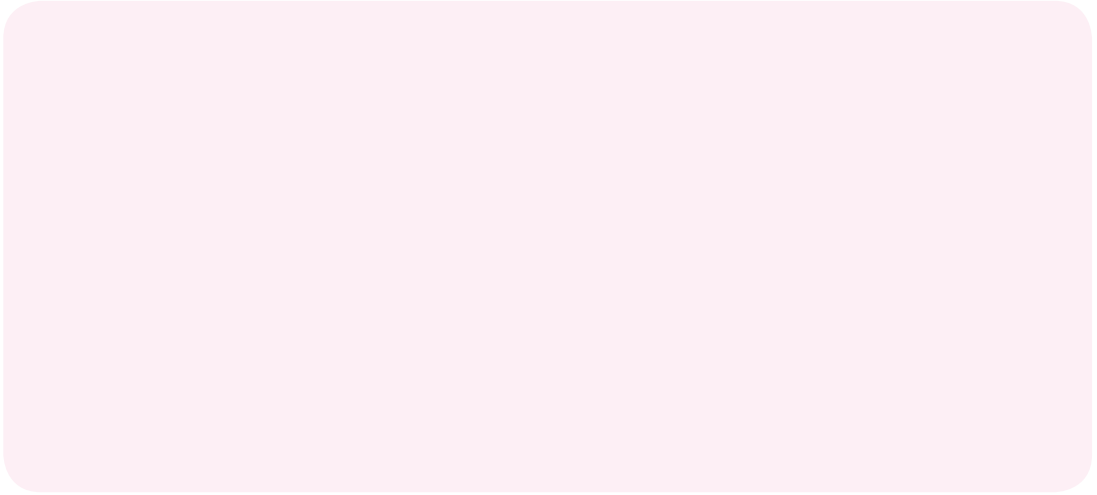
Instructions:

Look at the following notes about the life of Mohandas Gandhi. As you read through them, think about how they can be connected to make a short presentation about Gandhi. Rewrite the notes in your own way, filling them out where needed. Do NOT write complete sentences. Then make a presentation in a small group using only your notes. (The words and expressions in Focus on Language should be helpful here.)

- 
- 1869 Born in India
 - 1883 Married—age 13
 - 1888 To England (studied law)
 - 1891 Back to India, practiced law
 - 1893 To South Africa, practiced law
 - 1906-08 Organized protest—anti-Indian laws in South Africa; imprisoned
 - 1915 Returned to India
 - 1930s Organized various protests in India
 - 1942 Began nationwide “Quit India” movement—get Britain to leave—over 100,000 followers arrested
 - 1947 India gained independence (from British)
 - 1948 Assassinated—prayer meeting, Delhi

 **Activity 3:****Instructions:**

Look at the presentation about the Great Kanto Earthquake from Activity 1. Reduce it to notes, and then present it again to your classmates using only your notes. Your notes should not be more than 45 words. Don't write everything down: just record what you need to "jog" your memory.

 **Activity 4:****Instructions:**

Prepare a short presentation that shows how something in your life happened as a result of something else that had previously happened. In other words, describe a chain of events that led to a big happening. Write only words or simple phrases. Do not write full sentences. Then, looking at your notes, present your "mini-speech" to your classmates.

