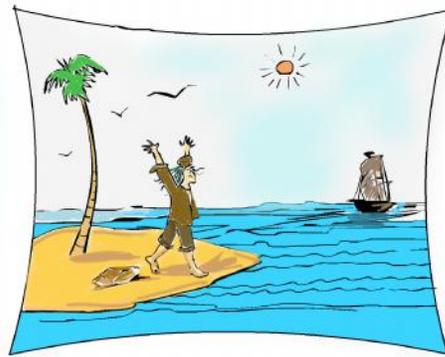
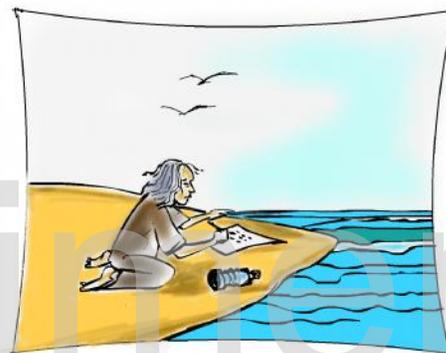


UNIT

1

THE ART OF COMMUNICATION

Look at the pictures given below.



The man you see in the picture is Mr Ben. Can you guess what happened to him?

Hope you could guess.

Here is the story of Ben....

When Ben was a boy he was lost in the sea. He managed to swim to an island and saved his life. What he had with him was only his school bag. He survived on the island, eating fruits and drinking water. Years passed. Ben grew older. One day an idea struck him. He pulled out the water bottle from his bag, jotted down a message on a piece of paper and floated the bottle in the sea. He waited hoping against hope. At last, a ship came and rescued him.



Discuss

Why was Ben not rescued by anyone in the beginning?

What was his idea?

Did his idea work?

Ben did not communicate to the world that he was stranded on a deserted island. A person who does not communicate is like an island - cut off from the rest of the world. Effective communication is an indispensable skill for dynamic social life. It is the art and process of creating and sharing ideas. It is basically, transferring information from one person to another.

Communication Barriers

Imagine that you are given a chance to represent your school at an international film festival. At the inaugural ceremony you are among a group of other children who represent different nations and cultures, speaking different languages and having different attitudes.



Discuss

What barriers will you face in such a context?

Are you confident that you'll be able to establish a good rapport with them?

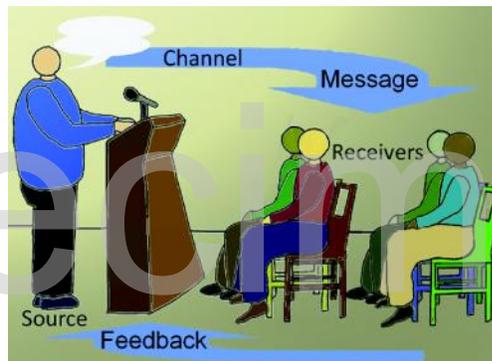
How will you manage to do it?

The Process of Communication

How does communication take place? What is the process of communication?

People communicate with others in different ways. At times you are the source of the message. You *encode* the message and send it through a channel. The receiver at the other end, *decodes* the message, and gives you the *feedback*. For all these to take place, a relevant *context* is essential. Let's list the various stages of communication:

- Source
- Channel
- Message
- Encoding
- Receiver
- Decoding
- Feedback
- Context



Barriers may arise at any of these stages and communication is likely to be defective. You may have come across situations where your messages or ideas were not properly understood by the receiver. It could be because you did not encode the message properly or because the receiver failed to decode it, the way you intended it to be.

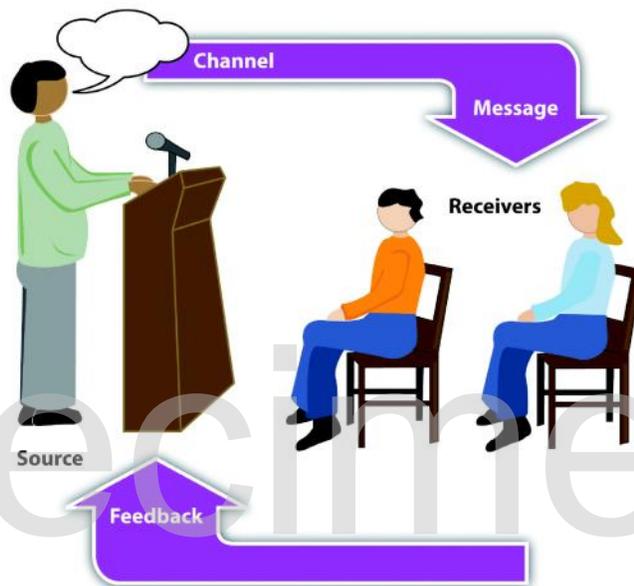
Let's analyse each stage in detail.

- (i) Source** : As the source or the sender of the message, you have to be clear about the message you intend to convey. Suppose you go for a study tour and get lost among a big band of tourists. You cannot locate your friends or teachers. They would also be searching for you. You do not have a mobile phone either. How

will you find them? The first thing that strikes you could be seeking the help of a police officer. Here, you are the source or sender of the message.

- (ii) **Message** : When you approach the police officer, you should be giving him a clear message as to who you are, what your problem is and what help you seek from him. If the message is not clear, the idea will not be conveyed completely.
- (iii) **Encoding** : Encoding is using the proper format to transfer the message. The sender needs to know what the receiver knows and what has to be informed. It is better to use familiar words and phrases while encoding a message.
- (iv) **Channel** : A message can be conveyed through face-to-face conversations, telephone calls, written communications, e-mails etc.
- (v) **Decoding** : Decoding is done by the receiver when he receives a message. In the case of the police officer mentioned above, he decodes your message, by listening to you carefully. He comprehends your problem by asking questions.
- (vi) **Receiver** : The receiver of the message is an integral part of communication. If he/she does not possess the skills to decode the message or shows no interest to receive your message, effective communication fails. The receiver analyses the message on the basis of his/her own individual expectations, opinions and perspectives.
- (vii) **Feedback** : Feedback is a process in which the effect of an action is 'returned' (fed-back) to modify the next action. The feedback to a message can be used to determine the effectiveness of communication. In face-to-face conversation the feedback received is immediate.

- (viii) **Context** : The situation forms the context of communication. The communication process will be different in different contexts. The way you speak to your teacher will be different from the way you do to your friends. At home, you are an entirely different person and you communicate in a different fashion. Therefore, the context decides how you communicate.



Are you an effective communicator?

Let's check if you can speak continuously for a minute on a topic. When you speak, others can challenge you for your errors, repetition, hesitation, digression, wrong word choice, use of unwanted words etc. They can also interrupt you for speaking in your mother tongue and for the breaks longer than 5 to 8 seconds you make while speaking. One, however, can challenge you for a valid reason and continue the talk.

Choose any of the topics given below and check how well you can speak.

1. What I did last summer.
2. Why I like/don't like vegetarian food.
3. My career plans are...

4. If I were a Minister, I would...
5. Last night I dreamed...
6. If I got one crore rupees, I would...
7. Are films only for entertainment?



Discuss

1. How many of your friends are confident speakers?
2. What are some of the common problems you have noticed in your classmates while speaking before the class?
3. What are the challenges, you and your friends face in developing speaking skills?

'Just a Minute' (JAM) is one of BBC's most rated TV/Radio programmes. In JAM, speakers have to speak fluently for a minute without repetition, hesitation, or deviation. Visit the following link <http://www.bbc.co.uk/programmes/b006s5dp>.

Now, read the following extract from the autobiography of *Asiach Wolfolk Manning*.

Conquer your fears

Have you ever had a dream where you tried to scream, but could not even make a sound? Or that you tried to run but your feet would not move? In your dream, no matter how much you want to scream and run, you can't because you are frozen with fear. In life, fear can be a great hindrance. Fear can be the one thing which prevents you from being who you want to be and doing all you want to do.

As a speaker, I have given hundreds of presentations. I enjoy standing in front of an audience and sharing my experiences. However, I have probably felt nervous before every presentation or speech I have given. No matter how many times I do it, I still get butterflies in my stomach. My palms get sweaty, and my heart beat usually goes up for at least the

first five minutes of my speech. Even though I get nervous, it doesn't prevent me from speaking. For me, the reward far outweighs my anxiety and fears. I am willing to stand in front of a million people and tell my story, even if I have to do it with butterflies and sweaty palms.

Some of my most memorable speaking experiences result from being raised in a traditional Baptist church. As a child, I was very active in the church, singing in the choir and participating in the different church activities. Every Easter and Christmas, I had to learn and recite a speech. One particular Christmas, I was scheduled to give my speech before we sang, 'Away in a Manger'. However, the mistress of ceremonies changed the order of the programme, and I was called to give my speech after we sang the song. For weeks, I had rehearsed and prepared for the moment. Unfortunately, when I stood up to give my speech, my mind went blank. I knew my speech, but the only words that would come out of my mouth were the lyrics to 'Away in a Manger'. After several unsuccessful attempts to recall my speech, I reluctantly went back to my seat. Recognising that I was visibly upset, my great grandmother motioned me to step down from the choir stand and meet her in the back. Knowing how much I had practised, she asked me what had happened. When I told her my mind went blank, she asked me to take a deep breath and made my speech before her. Once I did, she asked me if I wanted to go back and give it another try. Eager to redeem myself, I returned to the choir stand, stood up in front of everyone who had seen me fail minutes before and delivered my speech perfectly.

I do not believe that we fail when we miss the mark the first time. Or, the second, third or fourth time. True failure is when we give up or never attempt to hit the mark at all. One of my favourite quotes comes from perhaps the greatest basketball player to ever play the game - Michael Jordan. He says: 'I have failed over and over again in my life. And, that is precisely why I succeed. I have never been afraid to fail.'



Asiach Wolfolk Manning is a professional speaker and author who lives in USA. She is currently employed as Professor at Broward College and is also an online facilitator at the University of Phoenix. With a professional degree in law and over ten years' experience as an educator, Asiach's greatest passion is inspiring others. She has authored two books *Unlimit Yourself* and *Teen Motivation 101: Ten Secrets of High School Success*.



Discuss

- 1) What lesson did the narrator learn from his experience to deliver a speech in the Baptist church?
- 2) 'True failure is when we give up or never attempt to hit the mark at all'. What does this mean?
- 3) 'Great speakers and presenters are born, not made.' Do you agree with this statement? Give reasons. Conduct a debate in your class based on the experience of *Asiach Wolfolk Manning*.
- 4) Watch the speech of Martin Luther King Junior, Jawaharlal Nehru, or any other leaders you like on the YouTube. What qualities of these speakers attract you? What techniques do they use to make their speeches interesting? How do they modulate their voice?

Extempore speech

Extempore is a stage performance which is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are *impromptu speaking*, *improvised speaking* and *extemporaneous speaking*.

Read the following extempore speeches delivered by two students on the topic 'My Favourite Sport'.

Speaker 1

Good morning. Today I'm going to speak on the topic 'My Favourite Sport', which is soccer. Soccer is a game played by two teams of 11 players each. Each team has to score goals by kicking the football into the goal post. The team which scores the most number of goals is the winner. I love soccer because it is a fast game which requires great stamina, foot skills and the ability to control the movement of a ball. My favourite players are Didier Drogba of Ivory Coast, Cristiano Ronaldo of Portugal and Wayne Rooney of England. My friends and I spend our weekends playing soccer, and we all dream of playing for our country one day. In short, soccer is the sport I love most, and I would like to be a professional soccer player when I grow up.

Speaker 2

Uhh... goo... good morning. I uhh... I am speaking on soccer. My favourite sport is soccer. Soccer is played with 11 players. Soccer is my favourite game. Soccer is played with football. I love soccer because it is a fast game. To win, we need goals. Goals are kicked into the goalpost. My most favourite players are Didier Drogba, Ivory Coast, Cristiano Ronaldo, Argentina, no, Portugal, I think. Wayne Rooney is also my favourite from England. I play soccer with friends on every afternoon. Oh, I forgot, soccer is our national game.

**Discuss**

- Which speaker, do you think, performed well in the extempore? Why?

Here are a few strategies to help you better your speaking skills.

1. Make eye contact with the audience.
2. Speak at a normal conversational speed, neither too fast nor too slow.
3. Maintain a positive body language - i.e. a good posture by standing straight, with your arms in a comfortable position.
4. Follow these steps while speaking on the topic:
 - a. Define the topic.
 - b. Give examples.
 - c. Mention one or more characteristics of the topic.
 - d. Say why it is good/bad/important.
5. 'Buy' yourself time by using expressions to:
 - a. Introduce the topic:
My topic today is.../I'd like to begin by....
 - b. Retain the interest of people:
What is interesting about this is.../I think you would be interested to know that...
 - c. Give illustrations:
For example.../For instance.../A good example of this is...
 - d. Emphasise:
An important thing about this is.../Let me emphasise that...
 - e. Conclude:
In the end.../I'd like to end by.../In conclusion...
6. Choose your words carefully, and try to use different words in each sentence. For example, rather than saying: Ghana is a beautiful country. It has beautiful scenery and beautiful animals. You may use different descriptive terms like *breath taking scenery, a variety of animals*, etc.
7. Use good pronunciation. Do not run over your words, and avoid an artificial accent. A natural and clear pronunciation impresses people.
8. Be grammatical. The best of speeches fail to impress if the sentences are ungrammatical.

In your opinion, are all these strategies important?



Activity

Prepare and present 3 to 4 minutes extempore speeches on the following topics. Assess your performance based on the above strategies.

- A habit of reading newspaper
- Before criticising anyone, place yourself in their shoes
- The most memorable moment in my life
- The funniest moment in my life
- Trip to a favourite holiday spot
- My favourite serial
- My favourite actor
- My role-model
- Favourite business personality
- If you become invisible...

Now, read how two speakers have described their families.

Speaker 1

My family is a typical family in China. There are grandparents, parents, a brother, my wife and I in my family. I look just like my father. Medium build, pointed nose and dense black hair. My father is very kind and easy going. His love is the most selfless love. I am lucky enough because I have a good father. My father has been especially thirsty for knowledge as he had only a few years of schooling himself. He believes that knowledge can change fate. So, my father offers more opportunity for me to study (no matter how poor my family was). To sum up, my family is in harmony and our life is very happy.

Speaker 2

Well, let me see. There are five of us in the family, including my parents. I am the youngest. I've a brother and a sister. My brother is the eldest and he's recently finished university. He's a salesman for a computer company. So he spends a lot of time travelling around the country and we hardly ever get to him. My sister's name is Anna and she is 22. She's a nurse in a hospital. She's always been very good with people and it's the job she loves, although I think I would find it depressing to be around sick people all the time. Both my parents are teachers: my mother teaches English, and my father teaches history. I get on well with them. Yes, we're a very happy family.

Who do you think performed well - Speaker 1 or Speaker 2? Why?



Activity

Think how you will describe your family.

The following questions will help you.

- Do you have a large or small family?
- How much time do you spend with your family?
- What do you like to do together as a family?
- Do you get along well with your family?
- Are people in your locality generally close to their families?

Each one of you should speak before the class.

Choose any one of the following cards to interview your partner. Make notes based on the questions in the cards. After the interview deliver a short speech on the topic.

CARD-1

Talk about a friend who has played a big part in your life.

Discuss

When and where did both of you meet?

What is your friend like?

What is so special about him/her?

Explain how he/she has influenced you.

CARD-2

Describe a book that has had a great influence on you.

Discuss

When did you read it?

What is it about?

Why is it so special?

Explain the effect it had on your life.

CARD-3

Talk about a recent invention that has had a major impact on your life.

Discuss

When was it invented?

And how did it affect your life?

Explain the effect, you think, this invention has on the society as a whole.

After interviewing your friend, speak about the topic on the card for 2 or 3 minutes.



Know your Progress

How effective was my speech?

A grid is given below.

Assess your performance by putting a tick mark in the appropriate column.

Learning outcome	Good	Average	Needs improvement
• Ability to speak fluently without long pauses and breaks.			
• Clarity in speech			
• Use of grammatically acceptable language			
• Audibility of the speaker			
• Ability to communicate ideas relevant to the topic and context.			

How can emotions be brought in your speech?

The conscious and sub-conscious movements we make and the body postures we take, expresses our attitudes and feelings. These constitute our body language.



Activity

Work in pairs and demonstrate your emotion such as: **anger, surprise, sadness, regret** to your partner, without using words.

1. Read the sentences below with appropriate voice modulation. The adverbs given in brackets before each sentence will give you a clue about how to read the sentences.

(timidly) 'Please don't ask me. I never know the right answer.'

(angrily) 'Put that away! I will not tell you again!'

(sadly) 'We will miss you when you have gone!'

(stubbornly) 'Why should I clean my room? Nobody in my class ever cleans their rooms!'

(guiltily) 'It definitely wasn't me. I was nowhere near the goal post when the ball went in.'

2. In pairs, choose any one of the sentences below and express it to your partner, using only body language:
 - 'It's very warm here.'
 - 'Don't come near me!'
 - 'This is so boring.'
 - 'What do you mean?'
 - 'Come in.'
 - 'Go away!'
 - 'You cannot mean it.'
3. Discuss how you felt while using body language.
4. Make a list of the most common body language signals.
5. Construct more sentences and act them out. Comment on each other's interpretations and make suggestions for changes and improvements.

So far you have been practising how to deliver a short talk on a topic. Now, let's see what a debate is.

Debates are conducted in Parliament, legislative assemblies, lecture halls and public places. Debates provide you with better opportunities to hone your communication skills.



Let's Debate

A debate is a discussion in which speakers form two groups, and argue *in favour of* or *against* a topic. The topic is called a **motion**, and the speakers from each group not only give reasons to support their argument, but also counter the arguments made by the members from the opposite group.

The process

There are two teams, each consisting of two or three speakers. One team (the affirmative) supports the motion, and the other (the negative) opposes the motion. A moderator controls the proceedings.



Each speaker makes a prepared speech to argue his or her case. The teams prepare collaboratively, building up their case. The sides speak in turn, starting with the proposer of the motion followed by his or her opponent and then the others in like order. Each speaker has a specified amount of time to speak (e.g., three minutes or five minutes).

Then the debate can be opened to the floor, with the speakers standing up to offer points supporting or opposing the motion.

Important Rules

- The team supporting the motion must not change their point of view. The same goes for the opposition, who must oppose the motion completely (whatever be their private opinions).
- If a speaker makes a statement, he or she must be able to provide evidence or reasons to support it.
- The facts presented in a debate must be accurate.

Speakers may not bring up new points in a rebuttal speech; that is, one that demonstrates that the opponent was "wrong" or "ill informed".

A. Those who support the motion

- The first speaker rises and states the motion as follows: I move [or I support] the motion that all 'out-of-school' youths who dropped out for some reasons should be encouraged to return to school.

They define key terms in the motion. In this case they need to say what they mean by 'out-of-school youths'.

- Give reasons in support of the motion, for example:

The first reason for supporting this motion is that today's youths are tomorrow's leaders.

Secondly, they are the...

Thirdly... etc.

- Sum up their argument in support of the motion;

In short, [or to sum up]...

- Restate the motion:

I, therefore, repeat [or I, therefore, urge] you all to support the motion that...

B. Opposing the motion

- The opposite team states their opposition to the motion by stating as follows:

I oppose the motion that... or I support those who oppose the motion that...

- They give their reasons for opposing the motion: for example:

- My first reason for opposing this motion is that not all youths need the kind of education one sees in schools today. Some are better as roadside mechanics, vulcanisers, house helps, etc.

- Secondly, some have lost interest and confidence in schooling.

- Thirdly etc.

- They sum up their reasons for opposing the motion:

In summary, [or to sum up]...

- They restate their opposition to the motion:

I, therefore, repeat [or I, therefore, urge you all NOT to support the motion] that...



Class Debate - A Sample

Motion: *A teacher contributes more to the nation than a medical doctor*

Pro: Respected Chairperson, distinguished panel of judges, ladies and gentlemen,

I rise to support the motion that teachers contribute much more to the development of the nation than doctors do.

First and foremost, without teachers there will be no doctors. Teachers produce doctors, engineers, governors, bankers, army and police officers as well as all of the civil servants, to mention a few. They mould the character. Many national leaders were teachers at one time or another. Teachers never lose any lives while teaching, but many incompetent doctors lose their patients.

Con: Mr. Chairperson, distinguished panel of judges, ladies and gentlemen:

They say "health is wealth." Without doctors who provide good health services, we would not all be here today. My worthy opponent forgot to tell this august audience that when teachers fall ill, they must rush to the doctor. Otherwise, they may not be able to teach anymore; they may be dead or disabled! It is because doctors are very valuable to the nation that they spend a longer time training to make sure that the nation remains very healthy. That is why doctors are better paid than teachers. Doctors are also always on duty. While teachers are engaged in chalk and talk, doctors are busy saving lives in emergencies all the time. Doctors are smartly dressed in clean white gowns and definitely look more respectable and attractive than teachers.

Let's conduct debates on the following topics:

- 1) Mobile phones and social media prevent people from concentrating fully on work and study.
- 2) It is better to go to a single sex school than a mixed school.

- 3) People should use private vehicles less and public transport more.
- 4) War is never the right answer for international problems.

Think two minutes about what you are going to say. Give a quick oral summary of the topic. Try to speak for 2-3 minutes. Say why it is controversial. Then give your own opinion about it, the following expressions may help you.

Giving opinions

I think ... / I don't think ...

It seems to me that ...

I would say that ...

It's clear that ...

It could be argued that ...

Some people argue that ...

Backing them up, ...

The main reason for this is ...

A good example of this is ...

For example, ...

The evidence shows ...

The advantage of this is ...



Discuss

1. Did all the members in the group participate in the debate actively?
2. Which group's presentation was more appealing? Why?
3. Who do you think was the best debator?



Giving a Presentation

We have seen the skills required for making speeches and debates. Another mode of communicating to an audience is by giving a presentation.



How a speech differs from a presentation?

A *speech* is a type of oral recitation, whether from memory or notes. *Presentation*, on the other hand, is usually referred to as a more interactive experience. Presentations are about giving the information in a way that appeals to the audience, rather than necessarily transferring the information. Speeches are more formal than presentations. Presentations tend to be about facts and figures. Speeches are given to larger crowds and therefore must appeal to the emotions. Presentations are generally given to smaller groups and therefore contains more details. A presentation is primarily about information—about conveying or explaining information so that the audience can understand, remember and use it.

When you give a presentation, **how** you deliver the information is just as important as **what** you say. Knowing your **subject** well and knowing your **audience** are both very important.

But there are other considerations too. Here are some of them. What is your opinion on these? Can you add a few more to the list?

body language	notes	language
visual aids	humour	length
confidence	voice	speed

Outlining your presentation

It is important to present an outline of your presentation at the very beginning. This helps the audience to understand how you have structured your presentation. A presentation will be much clearer to the audience if the structure is clearly signalled.

The use of a variety of **presentation verbs** can help you present the outline clearly, specifically and effectively.



Activity

Here are some verbs often used in presentations. Can you complete the outlines of the presentations below by inserting suitable verbs from the box? You may need to use some of these verbs twice.

talking	discuss	outline	filling
share	bring	highlight	tell
report	start	go on	

- i. Good morning everyone. I am Deepesh. This morning I am going to _____ you on the Adult Education project taken up by our Institution. So I'll begin by _____ to you about the background of the project and then I'll update on the progress of the project. I'll go on to _____ what I see as the main achievements of the project. Next I will _____ our plans for further extension of the project. In the end I will _____ you how you can become a part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

ii. Good afternoon ladies and gentlemen. I am here to _____ on the results of Class X and Class XII in different districts of Kerala. I will _____ with Malappuram which has the largest student population in our state. I will then _____ to Thiruvananthapuram and Kollam in the south.

After _____ with you the information on the data collected from these cities, I will _____ in depth the implications of the results. My presentation will be followed by an open discussion on the student performance in our state.

Here are some more ways of signalling the structure of your presentation. Pay particular attention to the verbs in bold.

Introduction

Greeting

Good morning ladies and gentlemen / everyone...

Topic

I'd like to **talk** to you about...

I'd like to **say** a few words about...

I'm here to **make** a presentation on...

This morning I'll be **talking** to you about / **telling** you about / **showing** you / **reporting** / **taking** a look at...

Outline I'll be **dealing** with three areas.

I've **divided** my talk into...

So I'll start off by **filling** you in on the background to / **bringing** you up-to-date on / **giving** you an overview of / **making** a few observations about / **outlining**...and then I'll go on to **discuss** in more depth / **highlight** what I see as the main / **make** detailed recommendations regarding...

Conclusion

I will conclude with.../ **I will end** my presentation with.../ At the end of my presentation I **will invite** you to ask me any questions that you may have.

Signposting

Signposts help to guide the audience through a presentation. Look at the phrases given below. These phrases will help you guide your audience through a presentation.

- | | | |
|---------------|-------------|-----------------|
| to move on | to go back | to summarise |
| to expand | on to recap | to turn to |
| to digress | to conclude | to elaborate on |
| to illustrate | | |



Activity

Choose one of the signpost expressions from the above for the following situations:

- | | |
|--|-------------------------|
| 1. When you want to make your next point | To move on to..... |
| 2. When you want to change direction | To..... |
| 3. When you want to refer to an earlier point | To..... |
| 4. When you want to repeat the main points | To..... |
| 5. When you want to give a wider perspective | To..... |
| 6. When you want to give an example | To..... |
| 7. When you want to do a deeper analysis | To summarise once again |
| 8. When you just want to give the basic points | To..... once again |
| 9. When you want to deviate from your plan | To..... |
| 10. When you want to finish your talk | To..... |

More Signposting

Here are some more helpful signposts which you could use during your presentations.

While highlighting the steps:

- First of all let's look at.....
- Then.....
- Next.....
- Lastly.....

Visuals too may be included in your presentation to enhance its effectiveness. We shall discuss ways to present them:

Using Visuals

Visuals like bar graphs, line graphs, pie charts, pictograms, maps, photographs, charts, PowerPoint slides etc., are commonly used in presentations to present statistical information or to make comparisons.

Introducing a visual : I'd like to show you.....
 Have a look at this.....
 This graph shows / represents.....
 Here we can see.....
 Let's look at this.....
 As you can see in this graph / table.....

Comparisons : This compares x with y
 Let's compare the.....
 Here you see a comparison between...

Conclusion : Some language input for the end of your presentation is given below. Read it carefully.

Finally, to sum up.....
 I'd like to sum up now.....
 That concludes my presentation.
 To conclude.....



Activity

Take a look at the following table. It shows the number of students enrolled for different courses during the last five years.

Courses	2009	2010	2011	2012	2013
General English	200	180	160	100	50
Business English	35	80	140	140	210
English for Information	20	60	150	80	60
English for the Hotel Industry	40	45	35	45	50

How will you talk about the data given in the above table? Make a presentation.



Discuss

At the end of a presentation you are required to invite the audience to ask any questions that they may like to ask. Alternatively, you could also permit them to ask questions whenever they want in the course of your presentation. This has to be told to them at the very beginning. Given below are some ways to invite questions from your listeners.

Inviting questions

Are there any questions from your part?

If there are any questions, I'll be glad to answer them.

I'll be glad to answer any questions you may have.

Now, we could have a discussion on.....

Given below are the outlines of two presentations. Compare the two outlines.

Television as a source of information and entertainment

Good morning ladies and gentlemen. This morning I'm here to talk about the importance of television as a source of information and education. I will begin my talk by giving an overview of the popularity of television as a means of communication.

I will then go on to outline the areas in which it provides invaluable information. Next I will emphasize upon the importance of television as a popular and affordable source of education and entertainment for all age groups.

My presentation will last for 10 minutes. I will be glad to answer any questions that you may have at the end of my presentation.

My Favourite Magazine

Hello friends. I'd like to say a few words about my favourite magazine. I've divided my talk into three parts. I will start by telling you which my favourite magazine is. Secondly, I will highlight the main features of the magazine. In the end, I will tell you why I prefer this magazine to other magazines. I will invite you to ask me any questions you may have at the end of my talk.



Activity

1. Which presentation do you think is formal and which is informal? Why?
2. Which presentation do you think is appropriate at a seminar? Why?
3. Prepare an interactive presentation for 4 to 5 minutes on the following topics. You can use PowerPoint slides for your presentation.
 - a) Should politicians have a minimum qualification?
 - b) The impact of television on children.
 - c) Women are better administrators than men. Do you agree?
 - d) Is our population an asset to our nation?



Know your Progress

A grid is given below. Assess your performance putting a tick mark against the appropriate column.

How effective was my presentation?

Learning outcome	Good	Average	Needs improvement
<ul style="list-style-type: none"> Presentation of information in a logical and interesting sequence which the audience can follow. 			
<ul style="list-style-type: none"> Expression of main ideas, the supporting details with necessary examples. 			
<ul style="list-style-type: none"> Use of grammatically acceptable language. 			
<ul style="list-style-type: none"> Ability to hold the attention of the audience through body language and voice modulation. 			
<ul style="list-style-type: none"> Ability to answer all questions with explanations & elaboration. 			