THE FOREFRONT

ACHIEVING ACADEMIC SUCCESS IN SPEAKING

ALİ CANER ALKAN
SİNEM BÜR



METU PRESS

THE FOREFRONT

ACHIEVING ACADEMIC SUCCESS IN SPEAKING

ALİ CANER ALKAN
SİNEM BÜR

METU PRESS

THE FOREFRONT
ACHIEVING ACADEMIC SUCCESS IN SPEAKING

Ali Caner ALKAN & Sinem BÜR

ISBN: 978-605-7744-77-7
© All rights reserved. No part of this book may be reproduced in any form or by any means without written permission of the publisher and author.
METU-ANKARA

Publishing Director
Hüseyin DEMİRTAŞ

Editor
Yeşim GÜLTEKİN

Graphic Design
Emrullah ÖZ

First Edition August 2025
Salmat Basım Yayıncılık San. Tic. Ltd. Şti.
Sertifika no: 47771

ODTÜ Geliştirme Vakfı Yayıncılık ve İletişim A.Ş.
Mustafa Kemal Mah. Barış Sitesi 2110 Sok. No: 17
Çankaya/ANKARA, TURKEY
Phone: +90 (312) 480 15 97 - 480 15 98
Certificate no: 52658
E-mail: odtuyayincilik@odtuyayincilik.com.tr
Website: www.odtuyayincilik.com.tr

ACKNOWLEDGMENTS

We would like to express our heartfelt gratitude to our colleagues at Middle East Technical University, Division of Modern Languages, whose support and encouragement were a constant source of strength throughout the journey of creating this book. Their thoughtful comments and insightful feedback greatly enriched the content and overall quality of the material.

We would like to extend our sincere thanks to our colleagues who contributed to the proofreading and piloting process. Their meticulous attention to detail and generous support during these critical stages were truly invaluable to the successful completion of this project.

Also, we are deeply grateful to our colleagues Dr. Aylin Dewan Türüdü, Bailey Webster, Duygu Savaş, Ergin Köse, Dr. Göksu Sert, Jason Steinberg, Jeremy Prettyman, Dr. Mehmet Ali Yılık, Melike Ayşe Türkmenoğlu, Dr. Sener Balaoş, Sena Balkan Kınık, and Yaprak Gül Gülle, who kindly took part in the video recordings and supported the development of the accompanying materials. Their contributions significantly enhanced the practical value of the book and brought the speaking tasks to life in a meaningful and authentic way.

Our sincere appreciation goes to the authors of the previous coursebooks, whose work served as a solid foundation for this project. Their thoughtful design and insights inspired and guided us throughout the development process.

Above all, we are deeply grateful to the members of the administration Dr. Derya Çonga, Meriç Gülcü Kurç, and Özlem Abbas for their wholehearted encouragement, continuous support, and invaluable guidance throughout the entire process of developing this book. Their thoughtful suggestions and constructive feedback provided both clarity and direction at critical stages of the project. More than just administrative backing, their commitment and genuine interest in the book's educational impact gave us the motivation and confidence to move forward, even during the most challenging moments. Without their belief in us and their support, this book would not have come to life in the way it has.

Lastly, we would like to extend our appreciation to all those who contributed in ways both big and small behind the scenes. We hope that this book proves to be a useful and engaging resource for both students and teachers.

Ali Caner dedicates this book to his cats, Yamyam and Cahide, who rocked and ruled the world for as long as they lived.

THE AIM OF THE BOOK

The Forefront: Achieving Academic Success in Speaking is designed to equip learners with the tools and techniques necessary to excel in academic spoken discourse, with a particular focus on enhancing both discussion and presentation skills.

Adopting a thematic approach, each module integrates carefully selected reading and listening materials that serve as a springboard for speaking tasks. These texts cover a range of current and thought-provoking topics, encouraging critical thinking and stimulating meaningful academic discussions.

The book aims to develop learners' skills and confidence in academic communication through a wide variety of inputs, tasks, and activities. It emphasizes the ability to participate in discussions by presenting arguments, supporting ideas with evidence, and responding to differing viewpoints. In parallel, it prepares students to deliver effective presentations across diverse academic contexts and purposes.

As learners progress, they build a solid foundation in organizing and expressing their ideas clearly while learning to adapt their language, tone, and delivery style according to the content, purpose, and audience. Key concepts are explained with clarity and supported by illustrative examples, while practical tasks reinforce learning and foster skill development.

To further enhance the learning experience, the book includes sample excerpts, useful language tables, and targeted tips. These elements provide comprehensive guidance tailored to academic contexts, helping learners become confident, articulate, and purposeful academic speakers.

TABLE OF CONTENTS

Introductory Module 7
Building Confidence in Public Speaking 8
When Words Speak, When They Write Written Vs. Spoken Discourse 12

Module 1: Perception 15
Introduction to the Module 16
Video: The Dunning-Kruger Effect 17
Reading: Strategic Approaches to Ignorance 18
Speaking Skill: Managing the Discussion 23
Speaking Task: Putting It All Together 27

ARE&I Discussions 28
1. Introduction to ARE&I Discussions 28
2. Constructing an Argument 28
2.1. Analyzing Arguments from Different Perspectives 32
2.2. Citing Sources 33
2.3. Flawed Arguments 34
3. Deconstructing an Argument (Refutation) 35
4. Useful Expressions 42
5. Delivery 45
6. Reflection 54

Module 2: Cultural Understanding 55
Introduction to the Module 56
Reading: Cultural Awareness and the Struggle to Care Responsibly 57
Video: What is Cultural Appreciation 61
Speaking: Putting It All Together 64

Presentations 65
1. Introduction to Presentation 65
1.1. Communicating with Impact: Tailoring Your Approach 65
1.2. Understanding Presentation Types 66
2. Delivery 68
3. Parts of a Presentation 73
3.1. Introduction 74
3.2. Body 79
3.3. Conclusion 92

4. Visual Representation 96
4.1. Importance of Visual Aids in Presentations 96
4.2. Designing Effective Presentations 98
4.3. Effective Delivery of Visual Representations 101
4.4. Describing Graphs 102
5. Oral Citations in Presentations 106

Q&A Etiquette 111

Appendices 115
1. Module 1: Note-Taking 115
2. Sample Teasers Transcripts 116
3. Sample Introductions Transcripts 117
4. Sample Introductions Transcripts 118
5. Sample Concluding Strategies Transcripts 120
6. Sample Conclusions Transcripts 121
7. Sample Conclusions Transcripts 122
8. Useful Expressions for Describing Trends in Visual Representations 123
9. Useful Expressions for Citing Sources Effectively 124
10. Stages of a Presentation: Helpful Tips 126
11. Pronunciation Bite 1 129
12. Pronunciation Bite 2 130
13. Pronunciation Bite 3 131
14. Pronunciation Bite 4 133
15. Pronunciation Bite 5 135

INTRODUCTORY MODULE

Building Confidence in Public Speaking
When Words Speak, When they Write
Written vs. Spoken Discourse

BUILDING CONFIDENCE IN PUBLIC SPEAKING

Lead-in

Have you ever felt your heart race before speaking in front of others? Maybe your hands tremble, your mind goes blank, or you just wish someone else could take your place. If so, you are not alone. Many people, even the most confident-sounding ones, have experienced the fear of public speaking.

In this module, we will take a step-by-step approach to understanding that fear, reflecting on our own experiences, and most importantly, building strategies to feel more confident and in control. It is not about becoming perfect, it is about becoming more comfortable.

TASK 1: Off-the-Cuff Speaking

Pick a random question/prompt from the list provided by your instructor. Without any preparation, stand up and talk to your group mates about your question/prompt for at least 30 seconds. Observe the behavior of your friends as they do the same. Then, after everyone has spoken, reflect on your personal experiences with public speaking and discuss in your groups:

- How did you feel during your speech?
- What challenges did you face (e.g. thinking quickly, structuring ideas, managing stress)?
- What strengths did you notice in yourself and others (confidence, humor, clarity)?
- Tell each group mate one thing you admired in their speech.

TASK 2: How Comfortable Are You with Public Speaking?

Read the following questions and answer them individually. There are no right or wrong answers; the goal is to understand your relationship with public speaking better.

1. How do you feel when asked to speak in front of a group?
   a. Excited and confident
   b. Nervous, but I can manage.
   c. Very anxious; I try to avoid it if possible.
   d. I would do anything to avoid it.

2. What physical symptoms do you experience when speaking publicly?
   a. None; I feel fine.
   b. Slight nervousness (e.g., shaky hands, faster heartbeat).
   c. Noticeable discomfort (e.g., sweating, trembling, stomach butterflies).
   d. Extreme symptoms (e.g., inability to focus, panic attack).

3. Do you prepare differently for public speaking compared to other tasks?
   a. No, I approach it like any other task.
   b. Yes, I spend more time preparing to feel confident.
   c. I overprepare and still feel nervous.
   d. I avoid preparation because it makes me more anxious.

4. How often do you take opportunities to speak publicly such as answering questions in class or speaking during group discussions?
   a. As often as possible; I enjoy it.
   b. Occasionally; I take opportunities that interest me.
   c. Rarely; I only do it when necessary.
   d. Never; I actively avoid it.

5. How do you perceive feedback on your speaking skills?
   a. As an opportunity to improve.
   b. Useful but sometimes uncomfortable.
   c. Embarrassing and discouraging.
   d. Terrifying; I avoid it altogether.

Your responses offer insights into your speaking habits. Now, take a closer look at what might be behind those feelings, specifically a common fear known as glossophobia.



"Confidence is not 'they will like me.' Confidence is 'I'll be fine if they don't.'"

Keith Blakemore-Noble

What is Glossophobia?

Glossophobia, commonly referred to as the fear of public speaking, is one of the most prevalent social anxieties worldwide. The term originates from the Greek words glossa (tongue) and phobos (fear), describing the intense discomfort or anxiety experienced when speaking in front of an audience.

This fear can affect anyone, regardless of experience or skill level, and often manifests in physical symptoms (e.g., shaking, sweating, talking too fast, stuttering, etc.), behavioral responses (e.g., avoiding eye contact, memorization, reluctance), and cognitive barriers (e.g., fear of judgment or failure).

Why Does It Matter?

In today's academic and professional environments, effective communication is a cornerstone of success. Glossophobia can stop individuals from fully participating in opportunities such as:

- presenting ideas during group discussions or meetings,
- performing well in interviews or oral examinations,
- sharing insights and building networks in professional settings.

Therefore, understanding and addressing this fear is essential for personal growth, confidence, and success.

TASK 3: Nervous No More

Think about a situation where you felt nervous about speaking. What was the context? How did you feel? How did you cope with the situation? Then, fill out the table below to reflect on your experience in more detail. One common trigger is given as an example.

Trigger	Why It Affects Me	How I Can Address It
Example: Large audiences	Fear of judgement	Practice in front of smaller groups first

How Can We Overcome It?

Below are some practical tips to manage glossophobia. These strategies will help you feel more confident and in control the next time you speak.

1. Recognizing Triggers:
   - Identify what causes your anxiety (e.g., large audiences, unfamiliar topics) and share these triggers with an instructor or mentor to get help.
   - Embrace your mistakes and ***use the power of reframing*** by changing your thoughts into more positive or neutral ones (e.g., instead of "My English is bad. "→" I have mistakes, but I'll improve.")

2. Developing Strategies:

   Before the speech:
   - Prepare effective notecards.
   - Rehearse: Speak in front of a mirror or record yourself.

   During the speech:
   - Shift your focus from what your audience would think about you to your message.
   - Adopt techniques like controlled breathing, and use the power of pausing.

   After the speech:
   - Build confidence through repeated exposure to speaking opportunities in a supportive environment. Remember, practice increases familiarity and reduces anxiety.



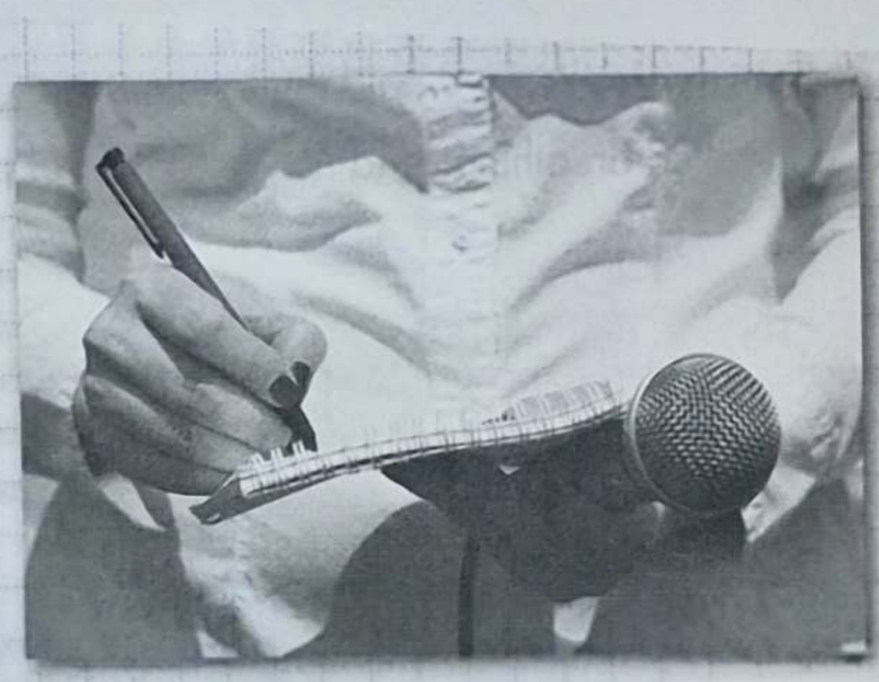
Scan the QR codes below to watch short videos that offer different perspectives and practical strategies for managing stage fright.

WHEN WORDS SPEAK, WHEN THEY WRITE
WRITTEN VS. SPOKEN DISCOURSE

To communicate effectively, especially in presentations, it is crucial to understand the difference between written and spoken discourse. Each form has its own requirements, and adapting the language and delivery to suit the context is the key. Written discourse may often require more complex sentence structures, which are often harder to deliver naturally. Spoken discourse, on the other hand, is simpler, more conversational, and designed for direct engagement with the audience.

When speakers rely too heavily on reading from a script, they risk sounding stiff and unnatural because they are trying to deliver language that was not meant to be spoken fluently. Presentations, by nature, should be dynamic, flexible, and engaging, but those qualities are lost when speakers stick to the rigid, formal structure of written text.

By knowing the difference between these two forms of communication, speakers can adapt their message to the audience and the purpose. This understanding helps them choose the right tone, style, and approach, making their communication clearer and more impactful.



Below is the comparison of the features of written and spoken discourse, which will help you adapt your style to spoken format:

Written Discourse	Spoken Discourse
• Longer sentences • More complex structures (relative clauses, conjunctions, etc.) • More formal, distant language (passive voice, full structures, no contractions, etc.) • More technical & sophisticated words • Repetition & rephrasing less desirable • Punctuation important • Rhetorical questions avoided • Transitions to achieve coherence	• Shorter sentences • Less complex structures (simpler & compound sentences) • More informal, direct language (active voice, contractions, personal pronouns, etc.) • More familiar, non-technical words • Repetition, rephrasing & emphasis necessary • Pausing important • Rhetorical questions more common • Transitions & signposts to achieve coherence

TASK 1: Below is an excerpt written on the perception of happiness. Identify the key features that are specific to written discourse. Then, underline their corresponding structures in the spoken version.

Written Version	Spoken Version
One might assume that the lively pursuit of happiness and the insatiable state of mind are our main sources of motivation, but whether it is a sustainable effort without proper direction is highly questionable, as is the concept of happiness itself on so many different levels. From the philosophical perspective, two variations would help clarify what to expect when one says "I am happy."; *eudaimonic* and *hedonistic*. As Aristotle viewed it, eudemonia is an activity of logic whose aim is to pursue what is worthwhile in life (Moore, 2019). Thus, the eudaimonic perspective focuses more on finding the purpose of and the meaning in life, while the hedonistic one gets its motivation from pursuing pleasure and avoiding pain. This avoidance is justifiable when it comes to the desire to enjoy refined pleasures such as collecting rare vinyl records, doing Ikebana, or attending wine-tasting events to simple ones like drinking good coffee, walking in the rain, or reading a Jane Austen novel by the fireplace. After all, we all have one life to live to the fullest.	You know, when we think about happiness, it seems like a lively pursuit, right? It's something that excites us, but is it really sustainable without a clear sense of direction? And, the idea of happiness itself is problematic on so many levels. Philosophers have been debating it for centuries, and there are two main ways they've tried to explain what we mean when we say, "I'm happy." These two ways are the eudaimonic and the hedonistic perspectives. Now, eudaimonic might sound a bit like "demonic," but actually, it's not! Aristotle described it as the pursuit of what's worthwhile in life. So, it's all about finding purpose and meaning. On the other hand, the hedonistic perspective is more about chasing pleasure and avoiding pain. This seems quite appealing, as most of us seek to avoid pain and enjoy life, whether through refined pleasures like collecting rare vinyl records, practicing Ikebana, or going to wine tastings. Or maybe it's the simpler things that make you happy like drinking a great cup of coffee, walking in the rain, or curling up by the fireplace with a Jane Austen novel. After all, as the saying goes, you only live once!



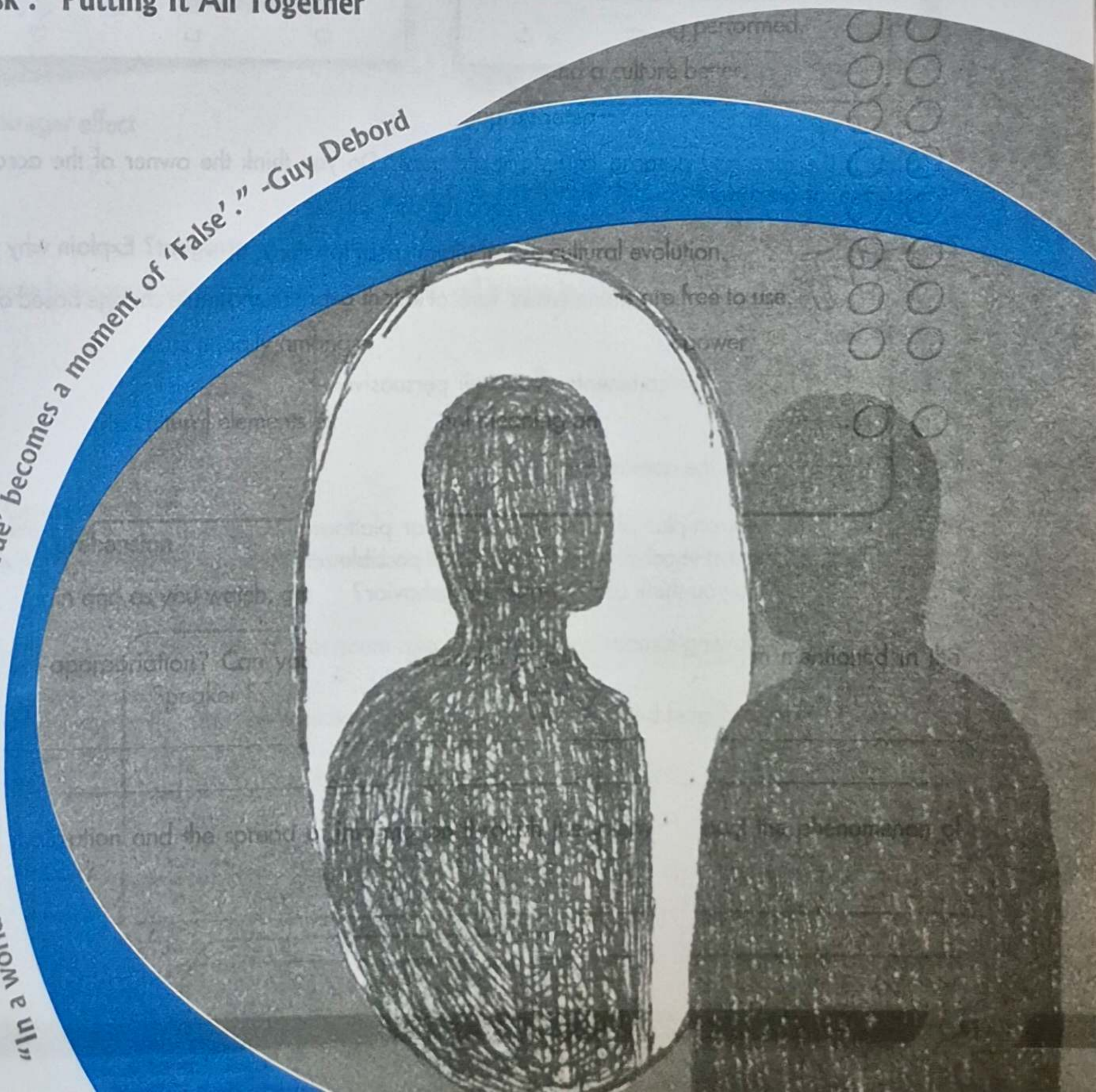
TASK 2: Below is an excerpt written on the perception of happiness. Identify the main message and other key details. Then, in pairs, take turns explaining the paragraph to your partner in your own words, using a conversational style. Focus on turning the written content into spoken discourse as naturally as possible.

Written Version	Spoken Version
Today, happiness is often equated with constantly seeking satisfaction through material consumption, creating an illusion that progress and prosperity will inevitably lead to ultimate fulfillment. This perception traps individuals in a cycle where indulging in materialistic purchases, whether it is the latest coffee machine or luxurious vacations, offers only shallow, momentary euphoria. Despite these fleeting moments of joy, people return to their baseline level of contentment, only to continue the endless quest for the next superficial thrill—a new gadget, a fancier watch, or perhaps even a bigger house. Furthermore, the prevalent belief that more opportunities and an abundance of choice contribute to happiness is flawed. The abundance of choice often leaves us overwhelmed as decision-making becomes more daunting with each additional option. Even after making a choice, we are haunted by the alternatives we did not explore, leading to feelings of confusion and regret, as Schwartz (2004) explains. Thus, the pursuit of happiness through material consumption and endless choices is just a misconception that frequently results in discontentment.	

MODULE 1
PERCEPTION

Introduction

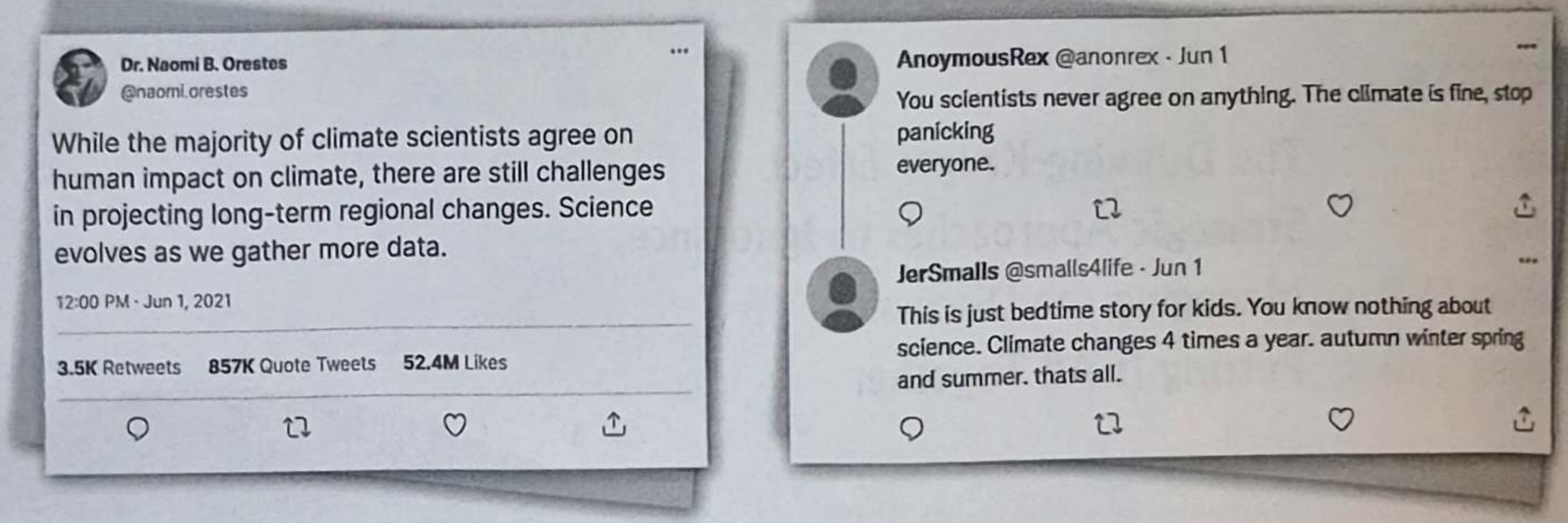
Video : **The Dunning-Kruger Effect**
Reading : **Strategic Approaches to Ignorance**
Speaking Skill : **Managing the Discussion**
Speaking Task : **Putting It All Together**



SPEAKING

Introduction to the Module

TASK 1: Analyze the social media posts below and discuss the questions that follow:



1. What is the tone and purpose of the original post? Do you think the owner of the account is humble, assertive, or arrogant?
2. Do you think the commenters are humble, assertive, aggressive, or arrogant? Explain why you think so.
3. What can you infer about the commenters' level of knowledge about climate change based on their critiques of the post?
4. How does the tone of the comments affect their persuasiveness?

TASK 2: Discuss the questions below:

1. Can you think of examples of situations, areas, or platforms where individuals with little knowledge or expertise are the most vocal or assertive? Discuss possible reasons why this happens. What psychological or social factors do you think contribute to this behavior?
2. What does the following famous quote from Socrates mean to you? How do you relate it to knowledge and humility?
   "I know that I'm intelligent because all I know is that I know nothing."

LISTENING

The Dunning-Kruger Effect

TASK 1: Note-taking

Watch the video "The Dunning-Kruger Effect" using the QR code below and take notes under the following prompts while listening.

1. The lemon juice robbery case

2. The Dunning-Kruger effect

3. Example: Debate between a simpleton, a good student, and a wise teacher

TASK 2: Comprehension

Refer to Appendix 1 and answer the questions based on the notes you took during the note-taking task.

TASK 3: Evaluation

Answer the following questions based on the video and your own comments.

1. What is the purpose of giving the debate between a simpleton, a good student, and a wise teacher in the video?

2. Read the quote below. Which person (the simpleton/a good student/a wise teacher) mentioned in the video seems to be an example of such a case? Explain why.

   "All you need in this life is ignorance and confidence; and then success is sure." - Mark Twain

3. The video states that "the more one increases their knowledge, the lower their confidence becomes". Do you agree with this statement? Explain why/why not.

4. Reflecting on the video, can you think of a time when you might have experienced the Dunning-Kruger effect? How did it affect your judgment or actions?

READING

PRE-READING

TASK 1: Lead-in

1. How do you think our emotions and personal values shape our perception and influence the information we choose to accept or ignore?

2. Can you identify certain topics or issues that are often swept under the rug or avoided in society? What might be the reasons why these subjects are often considered difficult or uncomfortable to talk about?

TASK 2: Vocabulary

Part 1: Try to guess the meaning of the words in bold, which are taken from the text, and match them with their definitions:

1. Manufacturers are required to **adhere to** strict safety regulations to ensure consumer protection.
2. Policies must **align with** the values of sustainability to gain public support.
3. Some companies try to **downplay** the risks of their products to maintain a positive public image.
4. The **dismissal** of valid concerns often leads to mistrust and poor decision-making.
5. Challenging **preconceived** ideas can lead to innovative discoveries and breakthroughs.
6. Failing to follow safety protocols can result in serious legal and financial **liability** for the company.

a. ___ (v) to be in agreement or harmony with

b. ___ (adj) formed before you have enough knowledge or experience

c. ___ (v) to make something seem less important than it really is

d. ___ (n) the act of treating something as unworthy of serious consideration; rejection

e. ___ (v) to continue to behave according to a particular rule, agreement, or belief

f. ___ (n) legal responsibility for something that is owed, or for damage or injury

Part 2: The questions below include the target vocabulary you studied in Part 1. Answer them drawing on your own experiences and ideas. Try to use the target words in your responses where appropriate.

1. Have you ever met someone who did not match your **preconceived** ideas about them? How did it change your perspective towards them?
2. What do you think it means to take **liability** for something in your social or academic life? Can you give an example and explain why it matters?
3. Can you think of a time when someone tried to **downplay** a mistake or a problem? How did you feel about it?
4. Have you ever experienced the **dismissal** of your opinion or idea? What was the situation, and how did you respond?
5. Can you share an example of a rule or guideline you always **adhere to**, even when it is challenging?
6. How do your personal goals **align with** your long-term plans or dreams?

TASK 3:

1. Considering the title of the following article, what issue do you think is going to be discussed in the text?
2. Read the short introductory section before the main text and guess the purpose and tone of the authors.

WHILE READING

TASK 4: Read the text and as you read, answer the questions in the relevant boxes on the right.

Strategic Approaches to Ignorance

by Sinem Bür & Ali Caner Alkan



As Mark Twain once said, "A lie can travel halfway around the world while the truth is putting on its shoes." Or was it Terry Pratchett? Or Einstein? How about Winston Churchill? If not, Rumi maybe? Well, should it really matter who said what as long as it is out there?

1 With the rise of digital technologies, ignorance has emerged as an unexpected by-product of information abundance. While we often assume that greater access to information leads to greater knowledge, this is not always the case. Access alone does not ensure that individuals can interpret, evaluate, or apply the information effectively. In fact, the way information is presented, filtered, or even withheld can deeply shape what we believe to be true. This reveals that ignorance is no longer just a passive state of not knowing, it can be actively produced and strategically maintained. This raises a critical question: What do we truly know, and just as importantly, what are we being kept from knowing?

1. What does the phrase "the passive state of not knowing" suggest about our traditional understanding of ignorance?

2 Greyson (2019) addresses this question directly, pointing out that the information we are denied is often a result of deliberate efforts. The purpose behind this is to shape public perception, keep them in the dark, maintain ignorance, and spread misleading or incomplete knowledge. A clear example of this can be seen in the denial or altering of historical events and facts, like genocides and war crimes, where governments use political motives to carry out a strategic "cleansing procedure". This entails removing certain events from public discussion and creating a collective story that aligns with their agenda.

2. What is meant by "cleansing procedure" and why do the authors define it as strategic?

3 Another way of how information is hidden and ignorance is encouraged is the denial of scientific facts, both institutionally and personally. On the institutional level, research may be downplayed or ignored when it conflicts with common beliefs or economic interests. A key example here is the case of the U.S. opioid[1] crisis, where a pharmaceutical company aggressively marketed a painkiller as less addictive than it actually was, misleading the public with false claims, manipulating research and hiding risks. This strategy, which included sponsoring events and targeting doctors through

1. opioids are a class of drugs used to reduce pain (Centers for Disease Control and Prevention, 2023).

financial incentives and promotional efforts, led to widespread addiction, overdose deaths, and thus, major liability issues for the government and the health system (Chow, 2019). On the personal level, people may justify or normalize behaviors and contradictions, like loving animals as pets while continuing to consume meat and dairy products, despite the well-known facts about factory farming and animal welfare. Wielend (2016) calls this deliberate avoidance and dismissal of information willful ignorance, where people ignore uncomfortable information when it conflicts with their beliefs or choices. If they do not filter out such information, they may experience cognitive dissonance—the mental discomfort caused by holding conflicting beliefs—which makes willful ignorance a comforting and seemingly logical escape (Borah et al., 2020).

3. What do the contradictions between people's values and behaviors reveal about willful ignorance? Can you think of similar examples from daily life?

4 One example of cognitive dissonance can be seen in how individuals respond to companies that promote green products but do not fully adhere to sustainable practices. A person who trusts and supports a brand may later learn about the company's unsustainable actions. This creates a contradiction between their belief in the brand's eco-friendly image and the reality of its behavior. To deal with this dissonance, they might ignore the negative information to justify their support for the brand and to protect their mental well-being, because willful ignorance gives them psychological comfort and simplicity. It becomes a practical way of "not knowing" and resistance to harmful information (Proctor, 2008). In this sense, the ignorance is not viewed as negligence, but rather as an acceptable stance that protects one's sense of integrity. By choosing not to engage with distressing truths, individuals may feel they are preserving their values or emotional balance. Similarly, patients with chronic diseases might choose not to learn about the prognosis or possible complications. This choice to stay relatively ignorant helps them keep hope and optimism alive so they can focus on healing instead of being overwhelmed by a deluge of information. This way, they can "preserve the wishful attitude- which consists of a more or less blissful unawareness" (Arfini & Magnani, p. 4).

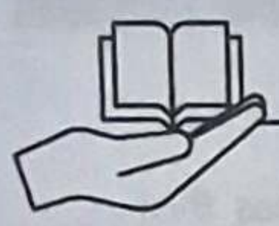
4. Why might people choose to remain blissfully unaware even when information is readily available?

5 At another level, willful ignorance can actually be a key factor in progress, and it can paradoxically help science and creativity grow. Imagine a group of scientists studying a complex, not well-understood natural phenomenon. They have the existing knowledge in the field, but this knowledge might be based on certain ideas or assumptions that limit their thinking. Not having these preconceived ideas allows them to look at the problem from a fresh angle and ask different questions. This choice to challenge the usual ideas inspires scientists and creative people to go beyond current knowledge and explore new areas for innovation and research. For example, Galileo supported the heliocentric (sun-centered) model of the solar system and questioned Aristotle's idea that the Earth is still, with the Sun and planets moving around it (Riebeek, 2009). Instead of following the dominant beliefs of his time, Galileo focused on evidence from his telescopic observations, and his willful ignorance led to major breakthroughs in astronomy and physics. In this case, ignorance does not mean a lack of knowledge but is actually a motivator for progress and a chance to discover new ideas and develop different methods that challenge the current scientific beliefs.

5. Can you think of a situation where "ignorance is bliss" applies in daily life?

6 In essence, what we do not know not only pushes us forward but also reminds us that the boundaries of human knowledge are always growing, inviting us to keep exploring and learning. Ultimately, having knowledge—or not having it—is the key to continuous progress. As expressed in the profound insights of Lady Gaga: "The more you know, the more you realize you do not know." Or was it Aristotle?

6. Considering the gist of this paragraph, why is the relationship between ignorance and science paradoxical?



References

Arfini, S., & Magnani. L. (2021). Embodied Irrationality? Knowledge avoidance, willful ignorance, and the paradox of autonomy. *Frontiers in Psychology*, 12, 1-11. https://doi.org/10.3389/fpsyg.2021.769591

Borah, T., Gogoi, S., & Dutta, A. (2020). Cognitive dissonance: it's role in decision making. *Advance Research Journal of Social Science, 11*(2), 63-66. https://doi.org/10.15740/HAS/ARJSS/11.2/69-72.

Centers for Disease Control and Prevention. (2023, August 8). *Opioid Basics.* https://www.cdc.gov/opioids/basics/index.html

Chow, R. (2019). Purdue pharma and oxycontin: A commercial success but public health disaster. *Harvard Public Health Review*, 25. https://www.jstor.org/stable/45345199

Greyson, D. (2019). The social informatic of ignorance. *Journal of The Association for Information Science and Technology*, 70(4), 412-415. https://doi.org/10.1002/asi.24143

Proctor, R. (2008). Agnotology: A missing term to describe the cultural production of ignorance (and its study). In R. N. Proctor, & L. Schiebinger (Eds.), *Agnotology: The making and unmaking of ignorance* (pp. 1-33). Stanford University Press.

Riebeek, H. (2009, July 7). *Planetary motion: The history of an idea that launched the scientific revolution.* https://earthobservatory.nasa.gov/features/OrbitsHistory

Wielend, J. W. (2016). Willful ignorance. *Ethical Theory and Moral Practice, 20*(1) https://doi.org/10.1007/s10677-016-9722-9

SPEAKING

In this part of the module, you will focus on developing key micro-skills that will be essential for the speaking output at the end of this module. These skills will help you express your ideas clearly, structure your responses effectively, and engage with your audience confidently, setting a strong foundation for the speaking output at the end of the module.



SPEAKING SKILL

Managing the Discussion

1. Maintaining clarity: Articulating ideas clearly and concisely ensures everyone understands the key points. This prevents confusion, enhances understanding, and keeps the discussion focused and engaging.

During a discussion, you can maintain clarity by using the following expressions:

a. Asking for clarification	b. Providing clarification
Did you say that… Are you saying that...? /So you're saying that… Do you mean that…? /What did you mean by…? I don't get it. Could you clarify…? I'm not sure I'm clear about what you mean by that. What exactly do you mean (by saying that…)? Could you be more specific/explicit? Let me see if I understood you correctly. You are saying… Correct me if I'm wrong, but you're saying that… Would I be correct in assuming that you think…? I just want to confirm something here. Do you mean…?	Exactly/Absolutely/That's right. What I mean is that… What I'm trying to say is… In other words,/I mean… Let me explain. To make myself clear, … Just to clarify… That's not exactly what I meant. Perhaps I can make it clearer by… Not really, let me put it another way. Not exactly. Basically, what I'm trying to say is… I'm afraid there is a misunderstanding.

2. Building on others' ideas: Adding on to someone else's point and elaborating on it keeps the discussion moving smoothly and prevents stagnation. This encourages deeper insights and creates a more dynamic and engaging conversation.

During a discussion, you can foster a collaborative environment by using the following expressions:

a. Making immediate additions to comments	b. Referring back to previously made comments
To build on that idea.../ Building on that idea...	As X mentioned earlier about...
Adding to what you said...	To add to X's point about...
Let me quickly add to that point.	As X said earlier...
That's a good point, and I think we can expand on it by...	Speaking of biases...
I can add to that (by saying)...	Coming back to X's point...
Let me expand on that idea with an example.	I'd like to build on what X just said about...
	What X said reminds me of/makes me think of ...
	I'd like to connect X's point to...
	Taking X's point a step further, we could consider...
	If we look deeper into what X said about...

3. Interrupting meaningfully: Thoughtfully stepping into the conversation at the right moment with courtesy ensures that key points are highlighted or clarified. This generates a more natural flow where individual contributions and collective engagement are encouraged.

During a discussion, you may feel the need to interrupt or keep your turn by using the following expressions:

a. Interrupting	b. Keeping your turn
Can I say something here?	I have (only) one more point.
Excuse me but I'm going to stop you there.	I just want to finish.
Excuse me for interrupting, but...	I'm just about to finish.
Hold on a second.	Let me finish my point.
Let me jump in here.	One more second.
Sorry to cut in.	If I may finish my thought...
If I could just jump in for a moment...	Let me just complete/finish what I was saying.
Sorry to cut you off, but I think it's important to mention...	Can I just wrap up this point first?
I'll just step in here for a second...	If I could just complete my sentence...

4. Steering the conversation effectively: Keeping the discussion on track by redirecting it if it goes off-topic is crucial. This ensures that time is used efficiently, allowing the group to achieve its goals and maintain a productive flow of ideas.

During a discussion, you may feel the need to steer the conversation by using the following expressions:

a. Refocusing the conversation (when the discussion goes off topic)

Let's get back to what we were talking about.
That's an interesting point, but let's bring it back to the main topic.
Can we circle back to [specific idea or question]?
Let's not lose sight of our main goal, which is to discuss [topic].
You've brought up a good side point, but for now, let's stick to [main topic].
I'd like to steer us back to the main agenda, which is [topic].
We seem to be going off track—let's get back to [main topic].

b. Changing the direction (when it is time to move on to a new aspect)

We have talked about..., what about the theme of...
Let's move forward with another point.
Maybe we should go on to the next point.

SPEAKING MODEL

Underline the speaking expressions in the following excerpt from a discussion on the topic *"Do our perceptions reflect reality or are they purely subjective?"*. Identify how and why the expressions are used. On the right side of each underlined expression, write the code (number and letter) that corresponds to its function that you have studied above. The first one is given as an example.

.....

Alex: Perception is our way of understanding reality. It's how we interpret the world around us based on what we see, hear, and experience.

Dana: Are you suggesting that perception is objective? Because I completely disagree. Perception is subjective and varies from person to person, depending on their background and experiences. — 1a (asking for clarification)

Alex: For me, perception isn't about being strictly objective; it's about our closest way of grasping reality, even if it's imperfect.

Chris: So, Alex, correct me if I'm wrong, you're saying perception is subjective but still grounded in reality? Like, even if we interpret it differently, there's still a shared basis?

Alex: Exactly. Take a tree, for instance. We might each see its beauty differently, but we can all agree the tree exists. Also, ...

Bella: Sorry to cut in, but that's not exactly how it works. Perceptions can distort reality. Think about optical illusions they trick us into seeing something that isn't there. Or biased opinions, which shape what we believe is real.

Chris: That's true, Bella, but wouldn't that depend on the context? For example, during political debates, people perceive the same event differently based on their beliefs. That suggests perception is more subjective than objective, right?

Bella: Exactly. And building on that idea, perception often relies on incomplete information. That's why misunderstandings happen—people interpret reality based on limited perspectives and...

Alex: But isn't that where communication helps?

Bella: Let me just complete what I was saying.

Alex: Sorry. Go ahead.

Bella: All right, so... When we share and compare our perceptions, we can get closer to understanding reality.

Dana: I don't think it's that simple. Even with communication, people often stick to their interpretations because of emotional attachments.

Chris: I see your point, Dana. Emotions can definitely cloud judgment. But, Bella, earlier you mentioned biases. Do you mean that we should always question our perceptions and not trust them at all?

Bella: Not exactly, basically, what I'm trying to say is that we should be aware of our biases and be open to other perspectives. I think we need to recognize our biases and stay open to other perspectives. That way, we can reduce distortions in how we see things.

Alex: That makes sense. Speaking of biases, have you ever noticed how certain cultures view time completely differently? For instance, some cultures are very punctual, while others take a more flexible approach to time. It's interesting how our perceptions of time can vary so much across different societies. There is also differences in daylight time savings. I believe this also affects people's psychological wellbeing.

Chris: True, Alex. But let's bring this back to the broader idea of perception.

Dana: And maybe we should go on to the next point. Another aspect of perception that's important is how our environment can influence the way we perceive things, wouldn't you agree?

.....

SPEAKING TASK

Putting It Altogether

In this part of the module, you will be working on a speaking task. In the task, you will be expected to synthesize the information that you have covered in the listening and reading sections of the module; therefore, it is important to have a solid understanding of the following concepts:

The Dunning-Kruger Effect
Cognitive Bias
Intellectual Humility
Fixed and Growth Mindset
Willful Ignorance
Virtuous Not Knowing
Blissful Unawareness
Cognitive Dissonance
Promotion of Ignorance

ARE&I DISCUSSIONS



1. Introduction to ARE&I Discussions

ARE&I Discussions are an extension of Socratic Seminars, which foster collaboration and exploration through dialogue. ARE&I Discussions go beyond questioning and challenging ideas by constructing strong arguments, defending grounds, and refuting opponents' approaches in an academic manner. These discussions require both preparation and spontaneity, ensuring participants are well-versed in the topic and can think on their feet.

In an ARE&I discussion, participants are divided into two opposing groups, representing different sides of the argument. Each side shares their viewpoints and supports their claims with evidence and reasoning while simultaneously attempting to undermine or discredit the opposing side's arguments. The dynamic of an ARE&I discussion is both collaborative and competitive, as participants work together to present their arguments while challenging opposing views. This process aims to develop critical thinking, effective communication, empathy, and the ability to engage in constructive interaction.

2. Constructing an Argument

An argument is a claim strengthened by carefully evaluated evidence, and it also addresses the counter-arguments. In an ARE&I discussion, arguments presented often include the four elements given below:



Assertion: the statement of the claim

Reasoning: the reason(s) to support the position

Evidence: fact(s) or example(s) to prove the assertion

Impact: explanation of why the assertion is crucial and why it matters

Below is a sample argument in support of the following assertion: "Video games can actually contribute to increased antisocial behavior in teenagers." Study how the sample argument is constructed.

Assertion

Video games can actually contribute to increased antisocial behavior in teenagers. First of all, the immersive nature of these games often pulls players into complex virtual worlds where they interact with others online. This can create a preference for virtual communication over real-life socializing. In fact, as teenagers spend more time in these gaming environments, they might prioritize online friendships and conversations on gaming platforms. Instead of engaging in face-to-face interactions, they tend to ignore reality and turn towards their virtual environment. **Reasoning**

Studies have shown a clear link between excessive gaming and social withdrawal in teenagers. For example, a 2022 study from the *Journal of Youth and Adolescence* found that teens who spent long hours gaming experienced fewer in-person interactions, which led to more isolation and a decline in their social skills. Additionally, research published by Anderson and Dill in *Psychological Bulletin* back in 2000 highlights another important issue: violent video games. Their study found that playing these games desensitizes players to real-life social interactions, increasing aggression and decreasing empathy. **Evidence**

As a result, these findings show that the more teenagers engage with violent games, the more likely they are to struggle with developing important social skills. Ultimately, this could have long-term consequences for their social development and mental health. **Impact**

Remember!

It may not be necessary to include Evidence and Impact elements in every claim because of the following reasons:

a. in the natural flow of a discussion, it is also possible to present reasonable ideas without the need to provide concrete evidence for each one.
b. the impact might already be implied or integrated into the reasoning, making it unnecessary to restate.

TASK 1: Study the arguments below claiming that "fast fashion is beneficial both for individuals and society" and comment on the effectiveness of the ARE&I Discussion components (assertion, reasoning, evidence, and impact).

(Fast fashion refers to the rapid production of inexpensive clothing that imitates current trends, allowing consumers to quickly and affordably update their wardrobes, often at the cost of environmental and ethical concerns.)

Arguments	Effectiveness of ARE&I Components
I think fast fashion is great because it democratizes fashion for everyone. It allows people from all economic backgrounds to access trendy, stylish clothes without breaking the bank. For example, according to a TED Talk by Elizabeth Cline, fast fashion enables individuals to experiment with their style and stay up-to-date with the latest trends without significant financial investment.	
Fast fashion companies are starting to implement more sustainable practices due to environmental concerns. Brands like H&M and Zara have launched eco-friendly lines and recycling programs. Additionally, fast fashion can be a stepping stone for economic development in poorer countries by providing jobs. An article from The Journal of Economic Geography explains that the textile industry is a significant source of employment in developing nations, helping to lift people out of poverty.	
It's a major driver of economic growth, providing numerous jobs, especially in developing countries. Putting sustainability and ethical labor concerns aside, it provides jobs to many people who might otherwise struggle to find work. While workers in these regions often face challenges such as poor working conditions, low wages, and limited job security, the fast fashion industry offers them a higher standard of living and a way to support their families.	

TASK 2: Analyze the improved version of the arguments above. Identify how the arguments have been enhanced, and write the improvements in the blanks below.

Argument 1

I think fast fashion is favorable because it democratizes fashion. It allows people from all economic backgrounds to access trendy and stylish clothes without breaking the bank. This accessibility is crucial in a world where fashion is often a form of self-expression and identity. In her TED Talk, "The High Cost of Our Cheap Fashion," fashion advocate and author Elizabeth Cline states that fast fashion enables individuals to experiment with their style and stay up-to-date with the latest trends without significant financial investment. This means that fashion is no longer just for the wealthy; it's available to everyone, promoting inclusivity and allowing a wider array of people to express themselves creatively through clothing choices. Moreover, fast fashion provides a practical solution for those who cannot afford high-end designer clothes but still want

to look fashionable. By making current trends available at lower prices, fast fashion supports personal expression and diversity in fashion, enabling more people to participate in the cultural exchange that fashion represents. Ultimately, by bridging the gap between affordability and style, fast fashion empowers more individuals to take part in modern fashion trends.



Argument 2

Fast fashion companies are starting to address these environmental concerns such as chemical pollution, microplastic pollution, and textile waste with sustainable practices. This means they recognize that their long-term success depends on adapting to the growing demand for eco-friendly products. As consumers become more environmentally conscious, brands that fail to prioritize sustainability risk losing market share and facing public criticism. To remain competitive and relevant, these companies are taking significant steps to reduce their environmental impact. For example, H&M's *Conscious Collection* uses organic cotton and recycled polyester, aiming for 100% sustainable materials by 2030. They also run a garment collwwwecting initiative to promote recycling and reduce textile waste. Similarly, Zara's *Join Life* collection utilizes eco-friendly fabrics like organic cotton and recycled wool, intending to use 100% sustainable fabrics by 2025. They also offer in-store recycling bins for customers. These efforts show that fast fashion brands are moving towards sustainability, and consumer demand for eco-friendly options can drive further positive changes in the industry.



Argument 3

Fast fashion is undoubtedly a major driver of economic growth. It provides numerous jobs, particularly in developing countries. The sector's ability to generate employment is crucial in regions where formal job opportunities are scarce; that's why we can say that it offers a lifeline to many people who might otherwise struggle to make a living. According to the International Labour Organization, as of 2021, the global textile and garment industry employed around 75 million people, many of whom are in low-income nations. This huge number highlights the industry's role in lifting millions out of poverty. Additionally, a 2023 article from *The World Bank Group* underlines the importance of the textile sector in contributing to economic stability in these regions. By offering low-skill jobs with relatively quick hiring processes, the industry empowers individuals and families. It also fosters economic resilience and community development. This job creation not only improves individual livelihoods but also stimulates local economies through increased consumer spending and investment.

2.1. Analyzing Arguments from Different Perspectives



When supporting your arguments, you can analyze the assertion considering different perspectives such as psychological, social, environmental, economic, political, legal, etc. This way, your arguments will be stronger and more comprehensive.

Below are some example arguments that highlight various perspectives from both for and against sides for the assertion "There is no need for a government agency to regulate TV broadcasts."

⇒ **Psychological:** Let me explain my point here. Television viewers are expected to have the psychological capacity—by that, I mean the maturity and cognitive ability—to make informed choices about the content they consume. From a psychological standpoint, it's more important to promote critical thinking and self-regulation rather than relying on government restrictions. I believe that instead of external regulation, we should focus on media literacy education. This would help viewers better understand and critically evaluate TV shows and their potential psychological effects. Ultimately, this approach not only respects personal autonomy but also encourages the development of responsible viewing habits and thus contributes to the psychological well-being of the viewers.

⇒ **Environmental:** One key point to consider here is that TV shows, especially those with high production values, can have a significant impact on the environment. For example, they can lead to high energy consumption and create substantial waste. I believe that government regulation is necessary here to tackle these environmental concerns by setting standards that promote sustainability in production processes. Moreover, by raising awareness of global environmental issues through regulated content, we can also encourage viewers to adopt more eco-friendly habits. In this way, regulation serves not only the industry but also the greater good by promoting environmental responsibility.

⇒ **Legal:** First of all, we should make it clear that government regulation of TV broadcasts may not be necessary because current laws already provide a strong structure to deal with harmful or illegal content. What I mean is that people can freely seek legal action if their rights are violated. Instead of creating a new government agency for TV regulation, we should rely on these laws to hold broadcasters accountable. This approach respects the balance between free speech and legal responsibility so that content creators will follow the law without added government control.

⇒ **Economic:** Let me start by saying that TV shows operate within a competitive entertainment industry, and it's the market forces that naturally regulate what content succeeds. Viewers choose what to watch based on their preferences, and when content is poor in quality or offensive, it usually fails in the marketplace. I believe that adding government regulation could restrict creativity and innovation in the industry. The problem is that unnecessary bureaucratic constraints would limit creators and slow down economic growth in the television sector. In the end, it's better to trust the market to determine what works rather than imposing more regulations.

⇒ **Political:** Okay, so let me explain my point here. Society is incredibly diverse, with different tastes, values, and preferences about television content. What one group may find inappropriate could be valued by another. Therefore, allowing the government to regulate TV shows risks imposing a one-size-fits-all standard, which doesn't really reflect the rich cultural and social diversity of the population. Instead, I believe self-regulation by broadcasters, combined with tools like parental controls and content ratings, offers a more balanced and flexible approach that respects these differences.

⇒ **Social:** Let me start by saying that regulating TV shows is crucial for pointing out social issues like violence, discrimination, or harmful stereotypes. Government oversight can guarantee that TV content does not threaten our societal values and ethical standards. This kind of regulation promotes social responsibility and protects vulnerable audiences. By setting clear guidelines and enforcing them, we create a media environment that pushes for positive social change. Needless to say, it also reduces the risk of spreading negative influences, especially for children and teenagers. So, for these reasons, government regulation is a must to build a more responsible and socially conscious media environment.

2.2. Citing Sources in an ARE&I Discussion



In an academic context, it is crucial to support arguments with reliable sources to ensure credibility. This enhances the overall quality and persuasiveness of the discussion, forming a solid argument.

To do this, orally cite the sources that you refer to from your research properly. Decide whether you need to tell:

1. **Only the surname or both the name and surname of the author:** If the author is widely recognized and their work is well-known in their field, you can refer to them by their surname only. This is because their surname alone carries sufficient authority and recognition. If the author is known but not as immediately recognizable to your audience, provide both their name and surname. This helps the audience identify and trust the source more easily.
   a. "As Smith argues..."
   b. "According to Johnson's research..."
   c. "According to Jane Smith..."
   d. "Ruth Kernis suggests in his 2022 study..."

2. **The credentials of the author (for lesser-known scholars/experts) or where the source is from:** If the author is not widely known, including their credentials such as their academic position, professional title, or affiliation adds credibility to their work. It helps establish why their opinion or research should be trusted.
   a. "Dr. Emily Johnson, a professor of epidemiology at Johns Hopkins University, states that..."
   b. "Jane Smith, a leading researcher at the National Institute of Health, notes that..."

3. **What type of a source it is (if the source type needs to be emphasized):** Mention the source type (e.g., journal, book, report) if it is crucial for understanding the credibility or context of the information. This is particularly important when the type of the source influences the perceived reliability or scope of the information. In such a case, the surname of the author might be omitted.
   a. "A recent article in *The New England Journal of Medicine* discusses..."
   b. "According to a report from the World Health Organization dated 2023"

4. **Or a combination of these:** Sometimes, combining these elements provides the most clarity. This approach is useful for establishing both the authority of the author and the credibility of the source.
   a. "Dr. Emily Johnson, a professor of epidemiology at Johns Hopkins University, published her findings in the *American Journal of Public Health*..."
   b. "Ruth Kernis, a senior researcher at the National Institute of Mental Health, reports in a recent study..."

Remember!

When citing sources orally, you do not need to include every detail. Focus on what supports your point—whether it is the author, credentials, date, or title. Tailor your emphasis based on your purpose, and select the most relevant information accordingly.

2.3. Flawed Arguments



As with all academic writing and speaking tasks, arguments that include a logical fallacy should be avoided in ARE&I discussions. They will weaken your arguments, making it easier for the other side to prove them wrong. For the same reason, you may want to pay attention to whether the other side is committing logical fallacies so that you can refute their arguments. Study the logical fallacies and their examples below:

a. **Ad Hominem:** Attacking the person making the argument rather than addressing the argument itself.

   The scientist's research on climate change can't be credible; she's known to be a vegetarian, and we all know how extreme they can be.

b. **Strawman:** Distorting or exaggerating an opponent's argument to make it easier to attack.

   Opponent's Argument: *I believe stricter regulations are needed to control emissions from factories and protect the environment.*

   Strawman Argument: *So you are against economic progress and want to shut down all factories, leading to widespread unemployment.*

c. **Appeal to Ignorance:** Asserting that a proposition is true because it has not been proven false or vice versa.

   No one can prove that time travel is impossible, so it must be happening somewhere in the universe.

d. **Circular Reasoning:** Restating the argument rather than providing evidence to support it.

   We must follow the rules because the rules say we must follow them.

e. **Hasty Generalization:** Drawing a conclusion based on a small sample size rather than a statistically significant one.

   I tried a dish from Indian cuisine, and I didn't like it. All Indian food must be terrible.

f. **Appeal to Authority:** Supporting an argument by citing a supposed authority who lacks expertise or whose credibility is not relevant to the argument.

   A famous actor endorsed this supplementary pill, so it must be the secret to muscle gain.

g. **Appeal to Emotion:** Manipulating emotions to win an argument rather than using logical reasoning.

   If we don't pass this law, think of all the poor puppies and kittens that will suffer.

h. Slippery Slope: Asserting that a relatively small first step will inevitably lead to a chain of related events with significant consequences.

If we allow people to use smartphones in the office, soon they'll be watching movies all day, and productivity will plummet.

TASK 3: Study the following statements and identify the mistakes in their reasoning. Match the statements with the fallacies above:

1. _____ Abortion should be banned. After all, many respected people, such as actor Tom Cruise has publicly stated they are against it.
2. _____ The Green Party cannot make a good government because they are all dirty, lazy hippies.
3. _____ After being in İzmir for a week, I can tell people living here are the happiest in the country.
4. _____ John F. Kennedy is a good communicator because he speaks effectively.
5. _____ You should not find the defendant guilty of murder, since it would break his poor mother's heart to see him sent to jail.
6. _____ I don't understand evolutionists. How can they say that my grandfather is an ape?
7. _____ You know that scientists can't prove that UFO's do not visit the Earth, so it makes sense to believe in them.
8. _____ Allowing the neighbors to feed strays here means that they'll turn the apartment building into a zoo in no time.

3. Deconstructing an Argument (Refutation)



In addition to constructing solid arguments, another important factor contributing to your persuasiveness is demonstrating the faults or insufficiencies of the other side's arguments, which is known as *refutation*. To refute an argument means to explain convincingly why the opponent's argument is flawed. It is a required element for both teams, regardless of the side. Thus, it is critical for all participants to understand what refutation is and be able to build and deliver a strong refutation during a discussion.

Here are weak areas that can be refuted in the opponent's case:

- Flaws in their approach: How do the opponents approach the case? Is their approach flawed? Do any of the arguments presented include logical fallacies?

  Example: The opponents argue that increasing the minimum wage will always lead to unemployment.

  - Problem: This is a slippery slope fallacy, as it assumes one action will inevitably lead to a drastic outcome without considering other factors like government regulations or local economic conditions.

- Points insufficiently addressed or forgotten to be addressed: How does each member defend the arguments? Do they address these sufficiently?

  Example: The opponents mentioned that renewable energy is too expensive.

  - Problem: They failed to address the fact that costs have decreased significantly over the past decade, making renewable energy more affordable and viable.

- Assumptions made in the arguments: Do the teams make any assumptions about their arguments? If yes, what are they? Are they logical or relevant?

  Example: The opponents assume that all students learn better in smaller classrooms.

  - Problem: They make such a claim without considering the quality of teaching or other factors like individual learning styles, which weakens their argument.

Refutation Strategies



Highlighting the flaws and false assumptions made by the opponent is critical to strengthen your own arguments, and it improves the overall quality of discussions. Some strategies to do this are as follows:

a. **Factually untrue:** Claiming that the argument lacks a solid factual basis and that what the speaker contends is a personal interpretation rather than facts.

   - This approach aims to undermine the credibility of the speaker by highlighting the absence of verifiable evidence.

Argument: *Vaccines contain microchips that can be used to track people, so you shouldn't get vaccinated.*

Refutation: *The claim that vaccines contain microchips used for tracking people is a baseless conspiracy theory with no scientific evidence. Vaccines are designed to stimulate the immune system to protect against specific diseases, not to implant microchips. Leading health organizations, such as the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC), have discredited this myth and confirmed that vaccines are safe and do not contain tracking devices.*

b. **Unsupported claim/assumption:** Claiming that the argument is not supported sufficiently with enough evidence.

   - This approach challenges the validity of the argument by emphasizing that it is not backed by adequate evidence or substantial proof to be convincing. It does not necessarily argue that the claim is false but rather that it has not been sufficiently proven.

Argument: *Students will get better exam results if we spend more money on education.*

Refutation: *How will this result in better exam grades? There isn't a clear connection demonstrated between spending on education and exam results. Your claim seems to be unsupported and thus not convincing.*

c. **Not applicable to reality:** Claiming that the argument, while possibly sound in theory, fails to hold up in practical, real-life situations.

   - This approach aims to demonstrate the disconnect between theoretical reasoning and actual practice, highlighting that the argument does not account for real-world complexities and variables.

Argument: *People who are lynched online should stand strong and accept that everybody has a right to voice their opinions.*

Refutation: *It is easy to advise people to toughen up. But in reality, people may not stay strong in the face of lynching. Most of the time, as you will see in the examples that I will show you, their lives are ruined, and they lose their health. For instance, in 2023, ...*

d. **Insignificant/limited scope:** Claiming that the effects of the opponent's case are relatively trivial and that the implications or consequences of their argument are minimal or insignificant when compared to other factors or outcomes.

- This approach downplays the significance of the opponent's argument and redirects focus toward more pressing concerns or evidence that support their own position.

Some effective ways to undermine arguments with this strategy include:

Scope: How broadly is the impact felt across a population or even the world?

Magnitude: How severe is the impact?

Probability: How likely is the event?

Reversibility: Can the harm be undone?

Timeframe: Is it a short-term or long-term harm? Will the harm happen now or later?

Argument: *Setting up nuclear power plants would create more jobs for nuclear engineers.*

Refutation: *Very few jobs would be created, and this is not a good enough justification for establishing nuclear power plants especially considering the severe harmful effects for maybe thousands of people. To illustrate…*

e. **Irrelevant:** Claiming that your opponent's reasoning is unrelated or irrelevant to their case. This approach helps to weaken the impact of the opponent's arguments and steer the discussion back to the relevant points.

Argument: *We should increase the minimum wage to defend women's rights.*

Refutation: *Women's rights are not directly relevant to our focus; the minimum wage affects men and women equally. Just like women, men also…*

f. **Flawed Argument:** Claiming that the argument is invalid or unreliable because it contains a logical fallacy, such as false cause, hasty generalization, or circular reasoning. This strategy involves highlighting how the flawed reasoning weakens the overall claim.

Argument: *You think schools should spend more on art and music programs because you want to take away funding from math and science.*

Refutation: *Sorry, but this has nothing to do with what I meant, you are completely distorting my point. Allocating more money to a certain field does not mean taking away funding from everything else.*

TASK 4: Below are arguments paired with refutations. Each refutation uses a specific strategy. Match the refutation strategy to the descriptions above.

1. Argument: *We should cancel the school sports program because some students are not interested in sports.*

   Refutation: *While some students may not be interested in sports, this does not weaken the argument for maintaining a school sports program. The focus should be on the benefits of physical activity, teamwork, and school spirit that the sports program provides to those who do participate.* _____

2. Argument: *Studies show that eating chocolate improves memory, so students should eat more chocola before exams.*

   Refutation: *While some research may suggest a link between chocolate and memory, this claim lack strong support as a reliable strategy for students.* _____

3. Argument: *Vaccines cause autism in children.*

   Refutation: *This claim is inaccurate. Extensive research, including studies by the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO), has found no link betwee vaccines and autism.* _____

4. Argument: Sure, you would say that adopting a plant-based diet can have significant benefits. You are one of those trendy vegan influencers, after all.

   Refutation: I'm sorry but do you realize that you are not addressing the argument but attacking my lifestyle choices? I think we need to focus on health instead. _____

5. Argument: *Everyone could work remotely, leading to a more flexible and efficient workforce.*

   Refutation: *While this argument might hold in theory, it does not align with practical experience. Many jobs—such as healthcare, manufacturing, and hospitality—require a physical presence. Moreover, not all employees have access to reliable internet or a suitable home environment for remote work, highlighting the practical limitations of this idea.* _____

6. Argument: *Global warming is not a serious issue because some areas are experiencing record-cold temperatures.*

   Refutation: *This argument is flawed because it fails to consider the overall trend of rising global temperatures. While some regions may experience temporary dips in temperature, the overwhelming scientific consensus shows that the Earth's average temperature is steadily increasing due to human activities. Focusing solely on isolated instances of cold weather does not negate the well-documented and concerning impacts of global warming on our planet.* _____

TASK 5: Below is a refutation of the argument "fast fashion is beneficial both for individuals and society." Analyze the refutation to identify the refutation strategy and underline the reasoning, evidence, and impact. Analyze how effective the refutation is and write your comments below.

Argument	Refutation
I think fast fashion is great because it democratizes fashion. It allows people from all economic backgrounds to access trendy, stylish clothes without breaking the bank. This accessibility is crucial in a world where fashion is often a form of self-expression and identity. In her TED Talk, "The High Cost of Our Cheap Fashion," fashion advocate and author Elizabeth Cline states that fast fashion enables individuals to experiment with their style and stay up-to-date with the latest trends without significant financial	I see your point but the environmental impact is enormous. A report from the Ellen MacArthur Foundation highlights that the fashion industry is responsible for 10% of global carbon emissions, more than international flights and maritime shipping combined. However, we must consider that many industries contribute to environmental issues, and focusing solely on fast fashion might be an oversimplification. Plus, the rapid production cycle leads to overconsumption and excessive waste, with millions of

investment. This means that fashion is no longer just for the wealthy; it's available to everyone, promoting inclusivity and allowing a wider array of people to express themselves creatively through clothing choices. Moreover, fast fashion provides a practical solution for those who cannot afford high-end designer clothes but still want to look fashionable. By making current trends available at lower prices, fast fashion supports personal expression and diversity in fashion, enabling more people to participate in the cultural dialogue that fashion represents.	tons of clothing ending up in landfills every year. But, if people recycle more and companies invest in sustainable materials, these problems could eventually be mitigated. Furthermore, fast fashion allows individuals to express themselves through fashion, which is an essential part of personal identity and social interaction. It's also worth noting that other industries, such as tech and transportation, have significant environmental footprints, and some might argue they are even more pressing. Therefore, while we should be mindful of fast fashion's environmental impact, it's crucial to recognize the broader context and not single out the fashion industry unfairly.

TASK 6: Analyze the improved version of the refutation above. Identify how the refutation has been enhanced and write the improvements in the blanks below.

Argument	Refutation
I think fast fashion is great because it democratizes fashion. It allows people from all economic backgrounds to access trendy, stylish clothes without breaking the bank. This accessibility is crucial in a world where fashion is often a form of self-expression and identity. In her TED Talk, "The High Cost of Our Cheap Fashion," fashion advocate and author Elizabeth Cline states that fast fashion enables individuals to experiment with their style and stay up-to-date with the latest trends without significant financial investment. This means that fashion is no longer just for the wealthy; it's available to everyone, promoting inclusivity and allowing a wider array of people to express themselves creatively through clothing choices. Moreover, fast fashion provides a practical solution for those who cannot afford high-end designer clothes but still want to look fashionable. By making current trends available at lower prices, fast fashion supports personal expression and diversity in fashion, enabling more people to participate in the cultural dialogue that fashion represents.	Fast fashion may appear to democratize fashion, but the reality is far more complicated. Keeping up with the latest trends might seem important, but when we consider the long-term consequences, it becomes a minor concern. While it's true that the affordability of fast fashion provides a personal benefit, the real issue lies much deeper because fast fashion has a serious impact on the environment. The rapid production cycles demand excessive use of natural resources and lead to the release of toxic chemicals into water systems. Factories, for instance, often discharge untreated dye and chemical waste, polluting rivers and oceans. On top of that, as reported by the Environmental Protection Agency in 2021, many of these cheaply made garments are quickly discarded, piling up in landfills. There, synthetic fibers take hundreds of years to decompose, contributing not only to textile waste but also to greenhouse gas emissions, which further accelerates environmental degradation.

Remember!

Collaboration Matters

During an ARE&I discussion, it is equally important to handle opposing arguments individually and as a group; therefore, make sure that you keep track of the refutations made against your group members and support them/your friends when necessary, using relevant discussion language.

TASK 7: Analyze the sample argument flow (argumentation, its refutation, and a response to the refutation) below and answer the following questions:

1. What is the main claim of the original argumentation?
2. What evidence is used to support the main claim?
3. Examine the refutation of the argumentation. What refutation strategy is employed?
4. How effective is the refutation in countering the original argument?
5. Analyze the response to the refutation. Observe how the original argument is defended or modified in light of the refutation.
6. How well does the response address the refutation? Is it convincing? Why or why not?



Participant 1 (Affirmative Side)

Assertion: Let me start with my main argument: Street animals should be provided with government-funded shelters and care programs. It's clear that many street animals suffer from hunger, disease, and harsh weather conditions, which requires immediate attention.

Reasoning: Now, building on that, providing shelters would not only reduce the suffering of these animals but also improve public health and safety. The reduction of disease transmission among street animals would naturally lead to fewer cases of diseases spreading to humans.

Evidence: The evidence suggests that providing shelters can significantly alleviate these issues. For example, a study conducted by the Humane Society found that cities with government-funded shelters experienced a 40% decrease in animal-related public health problems. In addition to this, according to the World Health Organization, street animals play a role in the spread of diseases such as rabies and leptospirosis.

Impact: Ultimately, the implications of this are clear: establishing shelters will improve the quality of life for street animals and significantly reduce the risk of disease transmission to humans. In turn, this creates a safer and healthier environment for all residents.



Participant 2 (Negative Side)

Refutation: I understand the argument that government-funded shelters and care programs for street animals are well-intentioned, but I respectfully disagree. We need to keep in mind that maintaining these shelters comes at a high cost, and government resources are limited. It's crucial to consider that these funds must be allocated to more pressing public concerns, such as healthcare, education, and infrastructure.

Evidence: For instance, a study by Johnson et al. (2022) clearly shows that government spending on public welfare services, including healthcare and education, has led to more substantial improvements in community well-being compared to investments in animal welfare. This research suggests that reallocating funds from animal welfare to essential human services can result in better public health outcomes and educational advancements. Additionally, the study points out that local communities and nonprofit organizations have successfully managed animal welfare programs through private funding and volunteer efforts, proving that effective care for street animals can be achieved without relying on limited government resources.

Impact: Consequently, this approach not only addresses the issue of street animals but also encourages a sense of responsibility and compassion within the community. It ensures that care for animals comes from genuine commitment rather than government mandate, while government funds remain available for critical areas such as healthcare and education.



Participant 3 (Affirmative Side)

Response to the refutation: While I see your point that government funds are limited and must be allocated to critical areas like healthcare, education, and infrastructure, I respectfully disagree. The issue of animal welfare cannot be separated from public health and community well-being. In fact, animal welfare directly impacts both.

Reasoning: Neglecting animal welfare can lead to increased public health risks and social issues, which are strongly connected to one another. Therefore, government involvement is essential. Additionally, only the government can implement comprehensive strategies to address the root causes of stray animal issues, such as education campaigns and spaying/neutering programs. So, this brings us to the point that the government should secure the humane treatment of all animals, as they have the resources and authority to provide impactful solutions, I believe.

Now look back at the arguments to notice the use of specific expressions that create a smooth flow and then see the list of expressions in the following section for details.

4. Useful Expressions

In an effective discussion, participants need to use signposting language to make the logical transitions smoothe so that group members can easily follow their arguments.

Some examples of useful language are given in the table below:

Function	Expressions
1. Opening the session	• Welcome, everyone. • Dear classmates/friends, • Today, we are discussing... • The discussion topic for today is... • Let's begin our discussion on... • To start, I'd like to introduce...
2. Presenting arguments	• My main argument is that... • Let me start with my first argument. • Let me explain my first/second/.../next point • I believe that.../In my point of view... • One key point to consider is... • The first point I would like to raise is this... • Here's the main point I want to raise...
3. Providing reasoning & evidence	• The evidence suggests that... • This is supported by... • According to [source], it is clear/evident that... • For instance, consider... • Research/the data shows/indicates that... • For example, in [study/case], it was found that... • Statistics indicate that... • There are many examples of this/for ... • In fact, you can find many examples of this in real life. Just think of... • And there are similar cases, such as ..., ... • So, in this simple example we can clearly see the effect of ... • In a study conducted by... • As [Name & Credentials] state(s) in their [Type of work]...
4. Building on ideas	• I'd like to add to what you said about... • Building on your point, I think... • Another aspect to consider is... • That's a good point; it also makes me think of... • Have we considered...? • This brings me to another idea...

5. Supporting a group member	• I agree with [Name]'s point because... • To build on what [Name] said... • [Name] made a great point about... • I think [Name] is right in saying... • Referring back to what [Name] has said...
6. Agreeing to disagree	• We seem to have different views, which is okay. • Let's agree to disagree on this point. • We might not see eye to eye, but that's fine. • It appears we have different opinions.
7. Conceding a point	• You have made a valid point. • I haven't considered that aspect. • That's a good argument, and I see your point. • You've convinced me that...
8. Refuting arguments (Disagreeing with a counterargument/challenging assumptions)	• I understand/see your point, but... • I respectfully disagree because... • That's an interesting argument; however, ... • That's a valid perspective; however, ... • While that may be true, we should also consider... • I challenge the assumption that... • While I understand your perspective, I believe... • Yes, I understand, but my opinion is that... • That's all very interesting, but the problem is that... • I'm afraid I can't quite agree with your point. • That argument doesn't take into account... • The flaw in that reasoning is... • Contrary to that point, evidence shows... • That perspective overlooks... • I'd like to deal with two points here. The first is...
9. Handling refutations directed at a group member	• [Name] has brought up a good point, but I'd like to add... • While [Name] mentioned..., I believe we should also consider... • To respond to the refutation against [Name]'s argument... • I see the counter-argument, but [Name]'s perspective is still valid because...
10. Interrupting	• I'm sorry to interrupt, but you've misunderstood our point. • Excuse me, but that's not quite correct. • Sorry, I just have to disagree with your point. • Let me just respond to that, please. • At this point, I'd like to add...

	• If you would allow me to add a comment here… • I'd like to take issue with what you just said.
11. Asking for clarification	• Can you clarify your point? • Can you restate your point? • Could you elaborate on that (point)? • Can you explain what you mean by…? • Could you provide an example of what you're saying? • Do you mean…?
12. Expressing uncertainty	• I'm not sure about that • It's possible that… • I have some doubts regarding… • It could be that…
13. Seeking opinions	• What do you think about…? • How do you feel about…? • I'm curious to hear your thoughts on… • What's your perspective on…?
14. Encouraging participation	• What are your thoughts on this, [Name]? • Does anyone else want to add to this? • We'd love to hear your view, [Name]. • Who else has an opinion on this?
15. Moderating the discussion	• Let's hear from someone who hasn't spoken yet. • Can we stay on topic and discuss…? • Let's make sure everyone gets a chance to speak. • Can we return to the main point?
16. Summarizing & emphasizing the impact	• To summarize, we've established that… • The implications of this discussion are… • Ultimately, this highlights the importance of… • To summarize, we've discussed… • To wrap up, we have agreed on… • Let's recap the key ideas… • Let's sum up where we stand in this discussion. • Let me summarize our position in this discussion. • In summary, we want to point out that… • Let's see which arguments are still standing. • So, as we have seen … and therefore (assertion) • Now because of this…, we have to support this (assertion) • And for all these reasons, the (assertion)

5. Delivery

The effectiveness of an ARE&I discussion relies heavily on the delivery of the speaker. While passion alone will not compensate for poor research, combining solid factual evidence with emotional influence can create a compelling argument. The way you present and refute the ideas has an immense influence on your opponents and it helps you enhance your persuasiveness. A strong presence, which refers to having strong control of the discussion, establishing effective rapport with the audience, and maintaining a lively sense of communication, plays a crucial role in the overall effect of your speech. If you can couple your confidence with clear arguments and be responsive to other participants' reactions and questions, you will achieve great success.

Some important physical and vocal elements of speaking in public are given below:

	IMPORTANCE	WHAT TO DO
PHYSICAL	**Eye Contact** • shows confidence, respect, and sincerity • creates a personal connection • establishes engagement • boosts credibility • enhances the effectiveness and persuasiveness of an argument	• Look in the eyes of the person (audience) you are talking to. Do not look at your notes or somewhere else while talking. • Regularly shift your gaze to include different group members. Do not fixate on one person or spot.
	Facial Expression • reinforces message—expresses emotions that complement and enhance the spoken words, making the argument more relatable and engaging • conveys enthusiasm	• Ensure your expressions are natural and not exaggerated. • Maintain an open expression: smile, be approachable, and avoid frowning excessively. • Align your facial expressions with the content of your message.
	Posture & Gestures • An open, confident posture indicates self-assurance and credibility, keeps the audience's attention, and makes the discussion more lively • Although this is not a presentation task to be delivered on the stage, it is still very important to keep a correct posture (sitting in an upright position and not slouching in the chair) to establish a sense of professionalism during the discussion. • Gestures help illustrate and emphasize key points, making the argument clearer and more understandable. • Gestures add dynamism to delivery.	• Maintain an open and upright posture. Avoid crossing your arms or slouching, as these can signal defensiveness or disinterest. • Make gestures intentional and meaningful. Avoid distracting movements such as fidgeting, cracking knuckles, playing with hair, etc. • Ensure your gestures and posture are balanced and not overly exaggerated.

V O C A L	Pace & Fluency • keeps engagement—Adjusting pace can emphasize important points and maintain interest by creating a dynamic delivery. • facilitates understanding—Smooth fluency helps maintain the audience's focus. • demonstrates confidence—Fluency shows the speaker's preparedness and control over the material.	• Speak at an appropriate pace. Avoid speaking too quickly or too slowly. • Adjust your pace to match the content of your speech. Slow down for complex or critical information. • Speak fluently avoiding hesitations, fillers, and repetitions. • Use pauses strategically to highlight important points and give the audience time to absorb the information. Pauses also help you gather your thoughts and maintain control over your delivery.
	Voice & Volume • shows confidence • ensures clarity: Adequate volume ensures that all participants can hear and follow the discussion, preventing misunderstandings. • conveys emotion: Changes in volume can express passion, urgency, or calmness, making the discussion more impactful.	• Ensure your voice is loud enough to reach the entire audience without straining. • Adjust your volume to emphasize key points and convey emotions. • Vary your volume to prevent a monotonous delivery. Changes in volume can make your speech more engaging.
	Variety: Tone, Pitch & Intonation • adds expressiveness to the speaker's delivery, helping to convey nuances • makes the discussion more dynamic and impactful • prevents monotony • clarifies meaning: Intonation helps to indicate the speaker's attitude and intentions, aiding in the correct interpretation of their message. • improves engagement: A varied vocal delivery creates a more engaging and lively discussion, which can better capture and hold the audience's interest.	• Use changes in tone and pitch to highlight important points and make them stand out. This draws attention to crucial information and enhances understanding. • Use emphasis strategically: Emphasize keywords and phrases with variations in pitch and tone to make your message more impactful and memorable.

TASK 8: You will watch an ARE&I discussion on binge-watching (watching multiple episodes of a TV series in one sitting). Before you watch the video, answer the following questions.

1. What is your personal experience with binge-watching? Do you binge-watch? If not, why not? If yes, do you find it enjoyable or harmful?
2. What are the main reasons people choose to binge-watch shows?

Part 1: Watch the excerpt of the sample ARE&I discussion on binge-watching using the QR code. Pay close attention to Speakers E, F, and B and take notes on what each speaker says in the speech bubbles provided on the following page:

Speaker E

argument

Speaker F

counterargument

Speaker B

Speaker E

Speaker F

Part 2: Using your notes from Part 1, evaluate the quality of speakers' arguments by specifically focusing on the following questions.

1. (Speaker E) Is her reasoning strong enough and persuasive? Why/Why not?

2. (Speaker F) Is the way she responds appropriate in terms of how she handles the disagreement in a semi-formal discussion? Do you find her justification convincing? Why/Why not?

3. (Speaker B) How does he build on to Speaker F?

4. (Speaker E) How well did she address the counterargument?

5. (Speaker F) How effective is her response in terms of handling the disagreement?

Part 3: How would you improve the argument and counterargument so that they are stronger?

_____

_____

_____

TASK 9:

Part 1: Watch Excerpt 2 of the sample ARE&I discussion using the QR code. Pay close attention to Speakers D, E, and F and take notes on what each speaker says in the speech bubbles provided below:

Speaker D

argument

_____

_____

_____

_____

Speaker E

counterargument

_____

_____

_____

_____

Speaker F

_____

_____

_____

_____

Speaker E

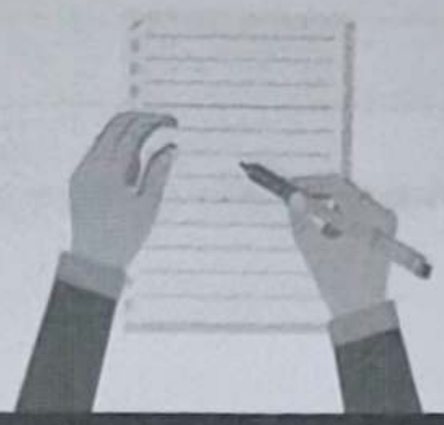
_____

_____

_____

_____

Part 2: Using your notes from Part 1, answer the questions in the table below:



Questions	Speaker D	Speaker E
1. Did each speaker use relevant and credible evidence to support their claims and refutations?		
2. How does each speaker introduce evidence (e.g., "According to...," "Research shows...")		
3. Did the evidence contribute to relevant and meaningful justifications? If not, what could have made it stronger?		
4. How does the way they present the evidence (confidence, clarity, hesitation) influence how convincing it is?		

TASK 10: Watch Excerpt 3 of the sample ARE&I using the QR code. Pay close attention to Speakers F, B, and D and analyze how each speaker constructs and delivers their arguments, counterarguments, and responses by specifically focusing on the following questions.

1. Observe how team members build on each other's points to develop and strengthen a single argument about sleep. Take notes in the blanks provided below:

Speaker F: Puts forward an argument.

Assertion: _____

_____

Evidence & Reasoning: _____

_____

Impact: _____

_____

Speaker B: Builds on to what Speaker F says.

Evidence & Reasoning: _____

_____

Speaker D: Builds on to what Speaker B says.

Evidence: _____

_____

Reasoning: _____

_____

Impact: _____

_____

Is their argument persuasive? Why/Why not?

2. How well did Speaker E respond to the argument? Do you find her convincing?

_____

_____

_____

_____

3. What does Speaker D ask in response to Speaker E's argument? What is her aim in asking that question?

_____

_____

_____

4. How does Speaker E respond? What evidence and reasoning does Speaker E provide in response to Speaker D's question?

5. Before answering the opposing team's question, what does Speaker B say? Why do you think he chooses to respond in this way?

6. What does Speaker B ask? Why does he ask this particular question?

TASK 11: Watch Excerpt 4 of the sample ARE&I discussion using the QR code and do the following tasks.

1. Analyze the flow of the discussion by answering the following questions.

   a. How do the speakers manage when to speak and when to listen? Do they interrupt each other, or is there a clear structure to when one speaker takes over?

   b. How do the speakers interact to keep the conversation dynamic and maintain a smooth flow?

2. Pay attention to how Speakers A and C interact to maintain a smooth and engaging conversation, and how they create a balanced dialogue by listening and responding to each other.

   a. How does Speaker C approach disagreements with others, in terms of style, and contribution to the discussion?

   _____

   _____

   _____

   _____

   b. How does Speaker A contribute to the discussion?

   _____

   _____

   _____

3. Watch the excerpt again and identify the function of the following expressions used by the speakers during the discussion.

Expressions	Function
B: I see your point about bonding but…	
C: I think that's really an interesting point and gives rise to…	
E: Well, adding onto Jeremy's point…	
A: Sorry, I just didn't understand… Is that what you are saying?	
C: It's a valid point but I think…	
D: There's actually a study supporting what Aylin is saying…	
A: I'd like to respond specifically to…	

TASK 12: Below are three assertions. Choose one and practice argumentation (for and against) in your discussions. Make sure that you refer to the Useful Expressions section on pages 33-35 to improve the quality of interaction in your discussions.

1. Using AI-based tools should not be considered plagiarism.
2. Self-driving cars should be promoted to reduce problems.
3. Implementing a non-smoking campus policy is necessary for the students, faculty, and staff.

Setup (2 participants)

- The first student prepares and delivers a 1-minute speech in favor of the assertion while the second student takes notes/fills in the debrief sheet.
- Then, the second student prepares and delivers a 1-minute speech refuting the first speaker's arguments.
- Both speakers have five minutes to prepare and deliver their speeches.

6. Reflection



An important component of this task is reflecting on the process. This involves analyzing what you learned from constructing arguments and focusing on how well you applied reasoning, evidence, and impact. To guide this reflection, answer the following questions to evaluate both your individual and group performances after the ARE&I discussion.

1. What were your own strengths and weaknesses as an individual?
   - good reasoning and evidence used to prove each point
   - strong counterarguments
   - delivery & language
2. How well did you perform as a team member? Consider the following:
   - preparedness
   - contribution to group performance
   - interaction with the participants
3. What do you think you might have done better?
4. What were the strengths/weaknesses of your team's discussion today? Consider the following:
   - good reasoning and evidence used to prove each point
   - strong counterarguments
   - delivery & language
5. How well did your team work together as a whole? Consider the following:
   - team organization and preparedness
   - contribution to group performance
   - interaction with the participants
6. What is something your team could have done better?

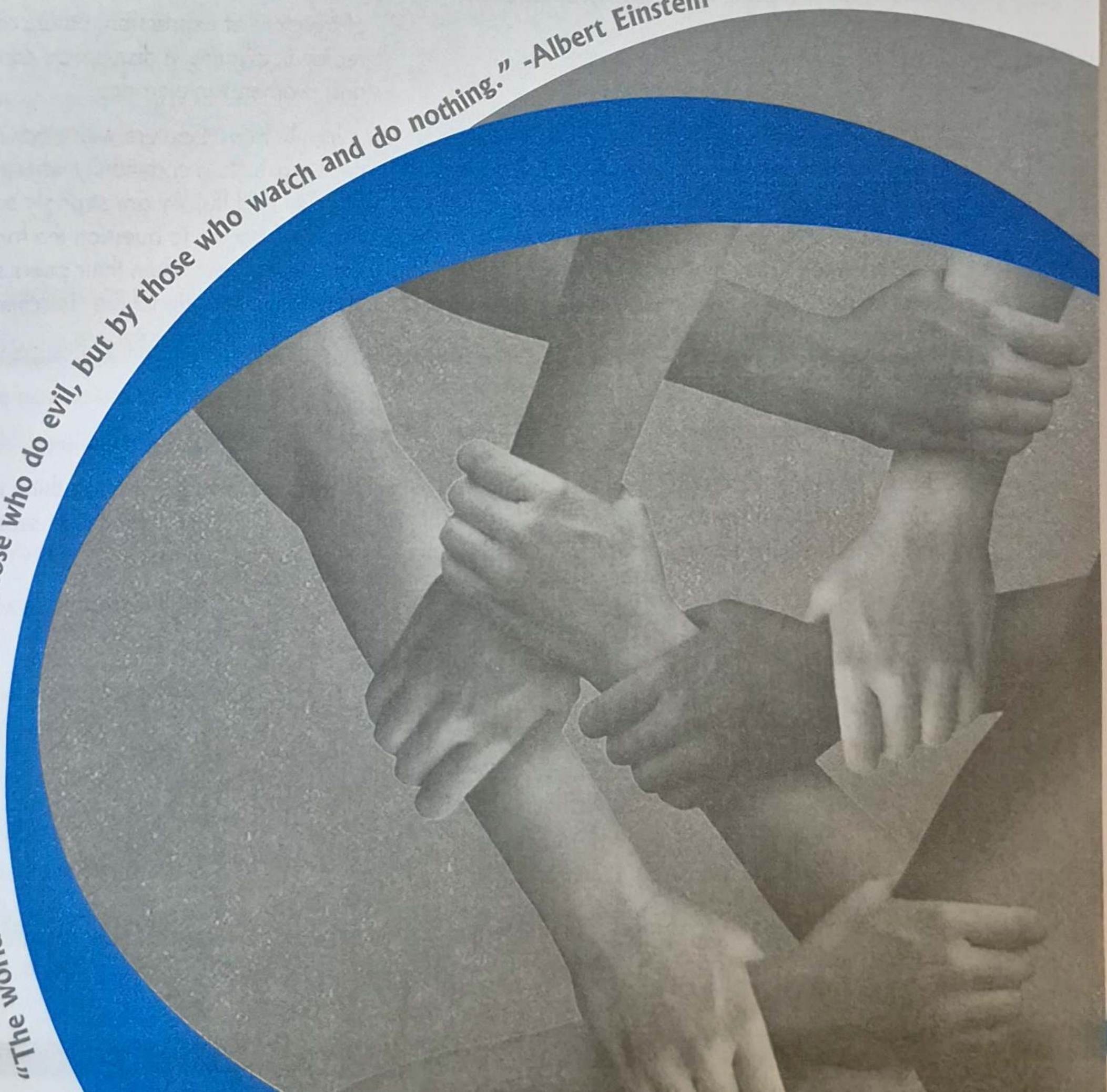
MODULE 2
CULTURAL UNDERSTANDING

Introduction

Reading : Cultural Awareness and the Struggle to Care Responsibly

Video : What is Cultural Appreciation

Speaking : Putting It All Together



SPEAKING

Introduction to the Module

TASK 1: Case Analysis

Read the scenarios below and discuss how you would react in each case. Do you think your reactions can be considered oversensitivity? Why/Why not?

A. A new employee at an international corporation wears traditional clothes to work. Some co-workers express admiration and curiosity, while others question the appropriateness of wearing such attire in a professional setting, arguing that it is not in line with the company's dress code.	B. A university art exhibit features works considered offensive by some groups on campus. For instance, one of the pieces portrays a caricature of religious symbols intertwined with modern-day consumerism. While the exhibit is defended in the name of freedom of expression, others call for its removal, arguing it disrespects certain values and promotes intolerance.
C. A department plans a potluck event to celebrate its diverse student body. However, some students raise concerns about dietary restrictions related to allergies, religious practices, and personal beliefs. They worry that these restrictions might not be adequately considered, and exclude some students from participating.	D. A family from a culture with traditional gender roles moves to a community where gender equality and fluidity are strongly emphasized. The child begins to question the family's traditional views when their peers start mocking the family's traditional life. Teachers notice the bullying but do not interfere.

TASK 2: Discussion

1. Below are some topics that might be considered sensitive in some cultures. Do you think they are equally triggering for different groups with different cultural values? Consider how these sensitive issues are addressed in your country or which issues are more sensitive in your culture.

Eating disorders
Politics
Mental illness
Nudity
Religion
Traditions

2. Based on your discussions, do you think people tend to exaggerate their reactions towards certain issues? Explain why/why not.

READING

PRE-READING

TASK 1: Read the online scenario below and discuss the questions that follow:

A Tragic News Story Online

A heartbreaking news story about a natural disaster appears on social media. Some people respond with deep emotion, posting tearful emojis and urging others to donate or raise awareness. Others scroll past without a second glance, saying, "There's always bad news—what can we do?"

Meanwhile, a few users criticize those who do not post about the tragedy, calling them insensitive or selfish. Some even shame people for sharing lighthearted content—like holiday photos or night-out moments—arguing that it is inappropriate to enjoy life or act as if everything is normal while others are suffering.

Discussion Questions:

1. Who is being oversensitive or indifferent in this situation, if anyone?
2. Do people have a moral obligation to react to global issues online?
3. Can public pressure to "care" become performative or counterproductive?

TASK 2: Vocabulary

Part 1. Try to guess the meaning of the words in bold, which are taken from the text, and match them with their definitions:

1. Artists and producers often face criticism as even small creative decisions lead to an **accusation** of cultural appropriation.
2. Some activists' harsh attitudes **intimidate** others and discourage meaningful conversations.
3. Being too sensitive can sometimes be a **hindrance** to progress.
4. Some people **condemn** others strongly for not following strict moral rules.
5. Fear of criticism may **restrain** artists' creative freedom to use new cultural ideas in their work.
6. Awareness of **misogyny** has increased and sparked important discussions about equality.

7. Activist groups face **fragmentation** when disagreements break them apart.
8. Arguments about animal rights have caused **polarization**, making people take opposite sides.
9. Misunderstandings about cultural appropriation often hurt efforts to promote **inclusivity** in global media.

a. _____ (n) hatred of or prejudice against women

b. _____ (n) a sharp division, as of a population or group, into opposing factions

c. _____ (n) a statement saying that someone is guilty of a crime or of doing something wrong

d. _____ (v) to frighten or threaten someone, usually to persuade them to do something

e. _____ (n) the breakdown, disintegration, or collapse of norms of thought, behavior, or social relationship.

f. _____ (v) to criticize something or someone strongly, usually for moral reasons

g. _____ (v) to control or limit something

h. _____ (n) the fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability, etc.

i. _____ (n) a person or thing that interferes with or slows the progress of someone or something

Part 2: Vocabulary in Use: The questions below include the target vocabulary you studied in Part 1. Answer them drawing on your own experiences and ideas. Try to use the target words in your responses where appropriate.

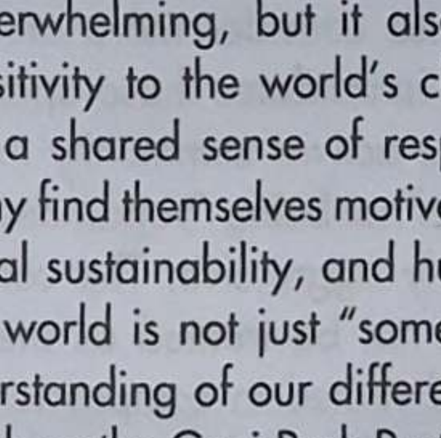
1. Is there something you strongly **condemn**, like a behavior or a practice? Why do you feel this way?
2. What examples of **misogyny** have you seen recently in daily life or the media? How did it make you feel?
3. Can you think of a topic that causes **polarization** among your friends or family? How do people react to it?
4. What kind of situations or people **intimidate** you, and how do you usually overcome that feeling?
5. Have you ever experienced **fragmentation** in a team or group project? What caused it?
6. Can you think of a **hindrance** that often prevents you from finishing your tasks on time?
7. Have you ever faced an **accusation** that was not true? How did you handle it?
8. How do you promote **inclusivity** in your social circle or at school?
9. When was the last time you had to **restrain** yourself from saying something? What made you stop?

WHILE READING

Read the text and as you read, answer the questions in the relevant boxes on the right.

Cultural Awareness and the Struggle to Care Responsibly

by Sinem Bür & Ali Caner Alkan



1 They say ignorance is bliss, but if that is true, it is a bliss that comes with a best-before date. No matter how tempting it is to unsee or ignore people and events, near or far, the truth is that we are all connected. The ripple effects of one event can travel across continents, and staying indifferent does not make them magically disappear. A tiny virus on the other side of the globe, for instance, can suddenly rewrite everyone's plans. Or a wildfire in a far-off forest might feel like someone else's problem—until it is not.

2 This interconnectedness can feel overwhelming, but it also carries a powerful potential: awareness. A deeper sensitivity to the world's challenges can inspire action, not out of obligation but as a shared sense of responsibility. Instead of passively watching events unfold, many find themselves motivated to address urgent issues like social justice, environmental sustainability, and human rights. It is akin to waking up and realizing that the world is not just "someone else's problem." This awakening fosters a better understanding of our differences and strengthens solidarity. Grassroots[1] movements such as the Gezi Park Protests (2013), the Umbrella Movement (2014), and the Global Climate Strike (2019) exemplify this shift—a collective effort to question biases, embrace diversity, and strive for a more inclusive and equitable world.

1. How can a sense of interconnectedness lead to increased awareness and action?

3 Today, the endless flow of information can feel like a swing—sometimes inspiring, sometimes exhausting. On the one hand, it brings global issues closer to home, inspiring action and awareness. On the other, it can overwhelm, pushing people toward two extremes: oversensitivity, where even minor issues are magnified, or emotional numbness, where genuine problems fade into the background. Both reactions can distort how we perceive and address challenges. When an issue is consistently underrated, it risks becoming the norm, losing its urgency and significance. Conversely, overemphasis can lead to exhaustion, with only a small group that maintains awareness while others disengage.

2. How does the text explain the problem with issues becoming "the norm"? What societal impact does this have?

4 In line with this, oversensitivity is often associated with gender issues, particularly those surrounding identity, equality, stereotypes, and representation. This conversation often begins with a simplified "men versus women" narrative, which emphasizes male dominance in workplaces and social settings while portraying women as victims, often without considering the broader context. However, while increased awareness of misogyny is essential and has led to progress, it can also lead to overly strong reactions—even in situations where there may be no clear inequality—and this makes it difficult to have balanced, open conversations about gender.

3. What are the potential downsides of viewing gender issues only through the lens of victimhood and dominance?

1. Involving ordinary people in a society or an organization (Cambridge, n.d.)

5 One contributing factor to this stereotyping is "manboxing," a term Porter (2010) uses to describe how men are pressured to follow strict rules about what it means to be masculine. While it is true that some men take their societal status for granted and feel entitled to greater rights, this generalization often imposes a mental burden on some others. Beyond the idea of manboxing, these pressures can also affect daily social interactions. For instance, men may fear making women uncomfortable or facing false **accusations** of harassment or abuse. Thus, they might consciously maintain physical distance on escalators or overanalyze casual jokes and small talk to avoid offending others. While such caution stems from good intentions, the constant vigilance can become exhausting. Over time, this excessive sensitivity may lead to emotional numbness or indifference toward genuine issues and victims who face real threats or abuse.

4. What is the problem with "excessive sensitivity" in the context of gender issues?

6 Oversensitivity also extends its reach to heated debates on animal rights, dietary choices, and welfare practices. While increased awareness has driven meaningful progress toward the ethical treatment of animals, excessive sensitivity risks undermining these gains. For instance, some animal rights activists adopt an extreme stance when promoting veganism or vegetarianism, alienating individuals who might otherwise consider more animal-friendly lifestyles. This divisive approach not only **intimidates** those open to change but also leads to **fragmentation** within the activist community itself. Internal conflicts arise, with some accusing others of not being "vegan enough," while others dismiss certain advocates as overly aggressive. The conviction that animals are sentient beings who should not be treated as mere property (Francione, 2023) is understandable and rooted in compassion. However, when it turns into a culture of moral absolutism, individuals tend to **condemn** those who do not fit in their norms. Such an attitude can hurt the movement's goals by fostering judgment rather than collaboration. As a result, discussions on controversial topics like animal testing or factory farming often cause **polarization**, making it hard for activists, scientists, and industries to have productive conversations.

5. What is the problem with "excessive sensitivity" in the context of animal rights activism?

7 Cultural representation in global entertainment and media is another area where increased sensitivity causes strong arguments about being more respectful and aware. From hairstyles and traditional clothing to casting decisions and historical narratives, representations of cultural elements often carry high stakes. Even with good intentions, artists and producers from dominant cultures, such as Hollywood, risk accusations of misusing traditions when incorporating elements from marginalized cultures. While the goal should be to promote **inclusivity and respect,** sensitivity is often exploited or misinterpreted, which could **restrain** artistic creativity. The music industry provides a vivid example of these challenges: oversensitivity can be triggered by genre fusion (such as Reggae-Pop or Hip Hop-Country), live performances, lyrics, and even linguistic choices like the use of a "Blaccent."[2] It is a major disappointment that this creates a hostile environment for both artists and audiences, a **hindrance** to the cross-cultural collaborations that could connect cultures and support the natural evolution of art.

6. How does the text critique the representation of cultural elements in global entertainment and media? What is the authors' tone in this matter?

2. "Blaccent", a blend of "black" and "accent," is the imitation of Black English by non-black people.

8 In a world that urges us to care about everything all at once, we risk swinging between burnout and backlash. While awareness has empowered voices and initiated change, it has also created a culture where disagreement is mistaken for insensitivity, and silence is equated with guilt. If every issue becomes a moral test, we lose the ability to listen, reflect, and evolve together. Rather than policing each other's reactions, perhaps the challenge now is to build a space where concern does not demand conformity.

References

Cambridge. (n.d.). Grassroots. In Cambridge.org dictionary. Retrieved February 12, 2024, from https://dictionary.cambridge.org/dictionary/english/grassroots

Francione, G. L. (2023). Are you a vegan or are you an extremist? *Think, 22*(64), 5-13. https://doi.org/10.1017/S1477175623000039

Porter, T. (2010, December). *A call to men* [Video]. TED Conferences.

LISTENING

PRE-LISTENING: Discussion

Read the following news stories and then discuss the questions that follow.

Adele has faced accusations of cultural appropriation after posting a photo on Instagram in which she wore a traditional African hairstyle while honoring what would have been the Notting Hill Carnival, an annual event celebrating Caribbean culture in London.

In the photo, the British singer is seen wearing a bikini decorated with the Jamaican flag and sporting Bantu knots, a traditional African hairstyle. Many people praised her for recognizing the cultural significance of the event. However, others—especially many social media users from the United States—criticized the image, accusing Adele of cultural appropriation for adopting a hairstyle with deep roots in African identity.

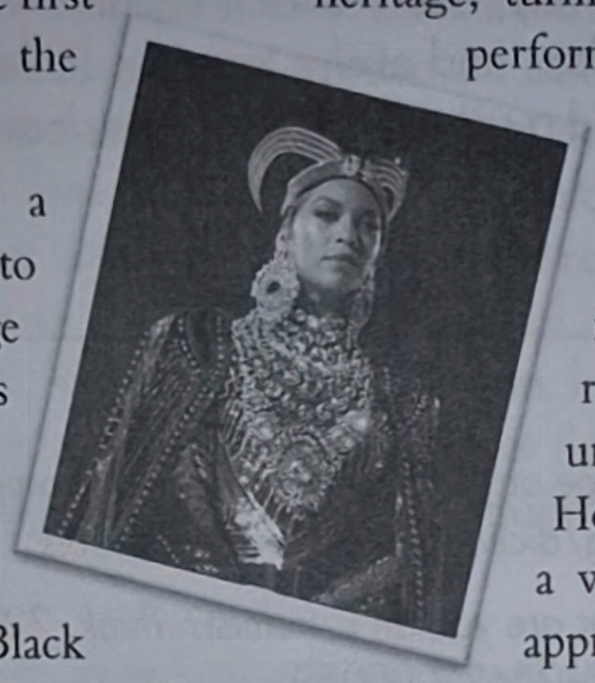
It's important to note that Adele made this post when the Notting Hill Carnival was supposed to take place. Due to COVID-19 restrictions in 2020, the event was canceled. Her post was meant to show support for the community and the festival.



The Notting Hill Carnival is one of the world's largest street festivals and was founded by London's Caribbean communities in the 1960s as a response to racial tensions. It celebrates freedom, resilience, and Caribbean identity through music, dance, and fashion. Given this background, some believe Adele was showing appreciation and solidarity, while others questioned whether her use of cultural symbols crossed a line (The Guardian, 2020).

Adapted from Adele accused of cultural appropriation over Instagram picture. (2020, September 1). *The Guardian*. https://www.theguardian.com/music/2020/sep/01/adele-accused-of-cultural-appropriation-over-instagram-picture

Beyoncé's Netflix documentary Homecoming invited audiences to relive her groundbreaking performance at Coachella 2018, where she became the first African-American woman to headline the iconic music festival.



Beyoncé's performance wasn't just a concert—it was a powerful tribute to Black culture and history. Her stage design, musical choices, and costumes all honored aspects of the African-American experience. She wore outfits inspired by African royalty (such as Nefertiti) and paid homage to Black fraternities and sororities, historically significant institutions within the Black community.

This performance was a major cultural moment because Coachella, like many major festivals, has often been criticized for its lack of diversity. Beyoncé used the global stage to showcase, uplift, and celebrate her heritage, turning what could have been a standard performance into a meaningful cultural statement.

Rather than borrowing from a culture without understanding or respecting it, Beyoncé drew from her own roots to honor traditions and amplify underrepresented voices, making her Homecoming performance in Coachella a widely recognized example of cultural appreciation (Grammy.com, 2019).

Adapted from Velez, J. (2019, April 19). Beyoncé created a space to celebrate Black culture at Coachella & more things 'Homecoming' taught us. *Grammy.com*. https://www.grammy.com/news/beyonce-created-space-celebrate-black-culture-coachella-more-things-homecoming-taught

1. Based on the stories you have just read, how do you think the public's reaction to Adele differs from the response to Beyoncé? What is the reason for this?
2. In your opinion, what are the key differences between cultural appreciation and cultural appropriation?
3. Discuss whether the situations below are examples of cultural appreciation or cultural appropriation. Explain why.

Situation	Appreciation	Appropriation
Paying to wear traditional clothes and have photos taken in holiday resorts		
Celebrating important days (Halloween, New Year's Eve, baby showers, gender reveal parties)		
Imitating the manner of speech of a certain group to attract attention/ increase interaction		
Adopting fashion styles without realizing what they represent/ respecting the heritage (fez, kilts, tattoos, dreadlocks, etc.)		

WHILE LISTENING

What is Cultural Appropriation?

TASK 1: Watch the video "What Is Cultural Appropriation?" using the QR code and determine whether each statement in the table below is True or False.

Statement	True/False
1. Raymond Williams' definition of ideologies encompasses intellectual and artistic aspects.	○ ○
2. Patriotism and shared faith exist even when no rituals or ceremonies are being performed.	○ ○
3. Cultural production gives us tangible objects that help us understand a culture better.	○ ○
4. Some argue that because culture is shared, it cannot be appropriated.	○ ○
5. Ownership of culture operates the same way as ownership of physical property.	○ ○
6. Legal systems easily protect cultural expressions through copyright.	○ ○
7. Susan Scafidi suggests that patenting cultural ideas might freeze cultural evolution.	○ ○
8. The "melting pot" argument supports the idea that all cultural expressions are free to use.	○ ○
9. Cultural appropriation occurs equally among all cultural groups regardless of power differences.	○ ○
10. Appropriation can strip cultural elements of their original meaning and context	○ ○

TASK 2: Comprehension

Watch the video again and as you watch, answer the questions below:

1. What is cultural appropriation? Can you identify examples of cultural appropriation mentioned in the video?

_____

_____

2. How does globalization and the spread of information through the internet impact the phenomenon of cultural appreciation?

_____

_____

TASK 2: Evaluation

Answer the following questions based on the video and your own comments.

1. The video suggests that the heart of appropriation is power. Do you believe this statement is accurate? Why?

_____

_____

2. Reflecting on your own experiences or observations, can you think of instances where cultural appropriation has occurred? How did it make you feel?

_____

_____

_____

SPEAKING TASK

Putting It Altogether

Later in this module, you will be working on a speaking task. In the task, you will be expected to synthesize the information that you have covered in the reading and listening sections of the module; therefore, it is important to have a solid understanding of the following concepts:

- Hyper-informed society
- Information overload
- Misogyny
- Manboxing
- Oversensitivity
- Emotional numbness
- Moral absolutism
- Cultural appropriation
- Cultural appreciation
- Cultural representation
- Inclusivity

PRESENTATIONS



1. Introduction to Presentations

1.1. Communicating with Impact: Tailoring Your Approach

Different speaking tasks or assignments within an academic setting often vary in formality and content. For instance, a class presentation on a research project tends to be more formal and information-heavy compared to a group discussion in a seminar. Presenting in front of professors typically requires delivering facts and arguments with a clear structure, while a more relaxed, conversational tone is often adopted in casual group discussions with peers. The same principle applies across different platforms—whether part of a debate, a workshop, or even a social media video project, the audience and purpose determine how ideas are organized and communicated effectively.

Similarly, different types of presentations demand varying approaches. A TED Talk, for example, is crafted to captivate a broad audience through storytelling whereas a business presentation focuses on accuracy—delivering data, results, and actionable recommendations for decision-makers or stakeholders. In contrast, a conference presentation emphasizes precision, requiring a formal tone grounded in research and theory to address fellow experts in the field.

Think of this as wearing different hats depending on the setting. For some audiences, the goal is to wear the "inspirational cap," emphasizing connection and motivation. In business settings, the "strategic cap" focuses on results and clarity. Meanwhile, academic conferences call for the "expert cap," reflecting authority and depth. Recognizing Context, Audience, and Purpose (CAP) for each format is essential for shaping the content, style, and delivery that will resonate most with listeners.

TASK 1: In your groups, discuss how you would prepare a presentation for a specific topic and audience assigned by your instructor from the table below. Consider the key elements that follow.

Topic	Audience
a. How GenZ Sees Activism	Social media influencers
b. Sustainable Energy Solutions	Business professionals (executives, investors, etc.)
c. The Future of Mobile Technologies	Highschool students
d. The Psychology of Food Addiction	Experts in the field (psychologists, scientists, etc.)

1. Content:
   - What specific information will this audience be interested in?
   - Should the presentation be based on data only or more focused on general ideas?
2. Tone and Language:
   - How formal or informal should the tone be?
   - What kind of language will appeal to this audience (technical terms vs. simple language)?
3. Visuals:
   - What kind of visual materials would be effective for this audience (charts, graphs, audio and video clips, infographics and illustrations, cartoon strips, etc.)?
4. Engagement:
   - What methods will you use to engage your audience (e.g., storytelling, humor, statistics, questions)?

1.2. Understanding Presentation Types

A presentation is a form of oral communication where information flows from the speaker to the audience. While each type of presentation is suited to specific contexts and purposes, they all share a common goal: to communicate information effectively and engage the audience. By understanding the differences in presentation styles, you can adjust your approach to better connect with your audience and deliver your message successfully.

TASK 2: Below are some examples of the different types of presentations in academic, business, and creative contexts. Match each presentation type with its correct category on the left by pairing the presentation type with the appropriate lettered description.

	Types of Presentations
Academic Presentations:	a. Sales Presentations: Aim to persuade potential clients or stakeholders to purchase a product or service, highlighting benefits and unique selling points.
	b. Educational Seminars: Offer in-depth information and insights on specialized topics, often involving expert speakers and interactive discussions.
	c. Research Presentations: Involve sharing the findings of a research project, typically including methodology, data analysis, and conclusions.
	d. Community Outreach Programs: Engage with the public to share information, provide education, or promote community initiatives.
Business Presentations:	e. Literature Reviews: Summarize and synthesize existing research on a particular topic, highlighting trends, gaps, and future directions.
	f. Workshops and Training Sessions: Educate and train participants on specific skills or knowledge areas, often involving interactive elements.
	g. Case Studies: Provide detailed analysis and insights on a specific case or example, emphasizing practical applications and implications.
	h. Public Speaking Engagements: Deliver speeches or talks on various topics to inform, entertain, or inspire an audience.
Other Professional and Creative Contexts:	i. Graduation Projects: Refer to comprehensive research or practical projects which showcase students' ability to demonstrate critical thinking, research skills, and subject mastery to faculty, peers, and external evaluators.
	j. Project Proposals: Outline the objectives, methodology, and expected outcomes of a proposed project to gain approval or funding.
	k. Art Installations and Performances: Present creative works to an audience, emphasizing the artistic message and emotional impact.
	l. Activist Demonstrations: Convey social or political messages to raise awareness and inspire action, often involving compelling storytelling and visual elements.
	m. Progress Reports: Update stakeholders on the status of ongoing projects, including achievements, challenges, and next steps.

2. Delivery

"It's not what you say, but how you say it."

Have you ever listened to someone presenting and felt completely engaged,
OR
have you ever felt the opposite - totally lost? What made the difference?

Delivery plays a critical role in presentations and ensures that the audience effectively communicates and retains the message. Effective delivery not only captures the audience's attention but also enhances understanding and retention of the information presented as well as creating a compelling and engaging atmosphere.

The elements of physical and vocal delivery for an effective presentation are given below.

	IMPORTANCE	WHAT TO DO
P H Y S I C A L	**Eye Contact** • shows confidence, respect, and sincerity • creates a personal connection • establishes engagement • boosts credibility • enhances the effectiveness and persuasiveness of an argument	• Make direct eye contact with your audience. This creates a sense of connection and attentiveness. • Avoid fixating on one person or spot. Regularly shift your gaze to include different audience members. • Avoid frequently looking at your notes, your slides or somewhere else while talking.
	Facial Expression • reinforces the message. It expresses emotions that complement and enhance the spoken words, making the argument more relatable and engaging • conveys enthusiasm and keeps the audience interested • helps build a bond with your audience, making your presentation more engaging	• Ensure your expressions are natural and not exaggerated. • Maintain an open expression: smile, be approachable. This makes you appear more friendly and accessible, helping to engage your audience. • Align your facial expressions with the content of your message. Your facial expressions should reflect the tone and emotion of your message to enhance clarity and emotional connection.
	Posture & Gestures • An upright and confident posture indicates self-assurance and credibility, keeps the audience's attention, and makes the presentation more lively. • An upright and a confident posture conveys authority and professionalism.	• Maintain an open and upright posture. Avoid holding your hands behind your back or crossing your arms as these can signal insecurity or defensiveness. • Avoid clinging to or hiding behind the lectern/ desk. Stand confidently. This helps create a more dynamic and approachable presence.

• Gestures add meaning to your words, draw attention to key points, and complement visual aids, making the argument clearer and more understandable. • Gestures add dynamism to delivery.	• Make gestures intentional and meaningful. Avoid distracting movements such as fidgeting, cracking knuckles, playing with hair, etc. • Ensure your gestures and posture are balanced and not overly exaggerated.
Movement / Using the Stage • enhances engagement: purposeful movement helps capture attention and keeps the audience interested. • emphasizes key points: moving closer to the audience or changing positions can highlight important ideas and signal transitions. • reduces nervous energy: controlled movement can help release tension and project confidence.	• Move with purpose. Move to different areas to connect with different parts of the audience. Avoid blocking visuals or screens. • Stand still when delivering critical information to convey confidence and focus. • Avoid distracting movements suc as pacing, swaying, rocking, or continuously shifting weight.
Pace & Fluency • keep engagement: adjusting pace can emphasize important points and maintain interest by creating a dynamic delivery. • facilitate understanding: smooth fluency helps maintain the audience's focus. • demonstrate confidence: fluency shows the speaker's preparedness and control over the material. • help avoid hesitations, fillers, and unnecessary repetitions.	• Avoid speaking too quickly or too slowly. Maintain a steady pace that allows the audience to follow along easily. • Adjust your pace to match the content of your speech. Slow down for complex or critical information. • Avoid hesitations, fillers, and repetitions. Maintain smooth, confident speech by eliminating pauses such as "um" or "like". • Use pauses strategically to highlight important points and give the audience time to absorb the information. They also help you gather your thoughts and maintain control over your delivery. Pauses can be powerful tools for emphasis and clarity.
Voice & Volume • show confidence • ensure clarity: adequate volume ensures that all participants can hear and follow the discussion, preventing misunderstandings • convey emotion: changes in volume can express passion, urgency, or calmness, making the presentation more impactful	• Ensure your voice is loud enough to reach the entire audience without straining your voice. • Adjust your volume to emphasize key points and convey emotions. Vary your volume to highlight important ideas and reflect the tone of your message. • Avoid monotony: vary your volume to prevent a monotonous delivery. Changes in volume can make your speech more engaging.
Variety: Tone, Pitch, Intonation • add expressiveness to the speaker's delivery, helping to convey nuances • make the discussion more dynamic and impactful	• Use changes in tone and pitch to highlight important points and make them stand out. This draws attention to crucial information and enhances understanding.

VOCAL

- prevent monotony and make your presentation more dynamic
- clarify meaning: intonation helps to indicate the speaker's attitude and intentions, aiding in the correct interpretation of their message
- improve engagement: A varied vocal delivery creates a more engaging and lively discussion, which can better capture and hold the audience's interest.

- **Use emphasis strategically:** emphasize keywords and phrases with variations in pitch and tone to make your message more impactful and memorable.

Presence: Presence involves strong control of both physical and vocal elements, establishing effective rapport with the audience, and maintaining a lively sense of communication. It reflects your overall command of the presentation process.

Appearance: Your appearance creates the first impression and conveys professionalism and seriousness, enhancing your credibility from the start. Dressing professionally and aligning your degree of formality with the context of your presentation reflect both credibility and respect for your audience.

Using Notes Effectively:

- Prepare notecards
  - Keep the number of notecards minimal not to overwhelm yourself and lose focus.
  - Keep notes brief. Use bullet points to highlight key points.
  - Number your cards for easy reference.
  - Use different colors for different parts.
  - Stick to small notecards. Avoid using A4 paper, notebooks, iPads, or phones, as they can appear less professional.
- Use notes as a guide
  - Notes should be a safety net, not something you cling to. Avoid reading directly from them.
  - Hold notecards at waist level. Avoid waving them around or fumbling with papers.

TASK 4: Over to You - Physical Delivery Practice

Give a quick 30-60 second speech about something from your own life. This could be about:

- your family / friends
- your pet
- anything you enjoy or dislike
- your favorite hobbies or activities
- a memorable event or experience
- your daily routine or a typical day in your life
- your high school / department / dormitory
- your goals or future aspirations
- things that make you happy or upset
- a book, movie, or music that you enjoy



As you deliver your speech,

- **maintain good posture:** Stand upright with a strong, open posture to show confidence and presence. Stand still while speaking, avoiding unnecessary movements (like swaying or shifting weight).
- **make eye contact:** Maintain eye contact with different members of the class. Focus on one person at a time, slowly moving from left to right across the room. Avoid looking down, up or to the side.

TASK 4: Over to You - Vocal Delivery Practice

Part 1: Below are some sentences designed to help you practice intonation patterns to emphasize specific parts of a sentence. With your partner, follow these steps:

1. Read each sentence aloud, taking turns emphasizing the highlighted part (e.g., subject, time, action, object, place).
2. Discuss how the change in emphasis shifts the focus or tone (surprised, irritated, sarcastic, etc.) in the sentence.

Example (Subject and Time Focused):

"I cannot believe you did this to your partner right before your anniversary."

Stressing **I**: Shows personal disbelief or emphasis on the speaker.

Stressing **you**: Accuses or highlights the person addressed.

Stressing **your partner**: Emphasizes the impact on the partner.

Stressing **right before your anniversary**: Highlights the timing, showing disbelief or frustration about the poor choice of moment, emphasizing the sensitivity of the occasion.

Practice Sentences:

1. **Subject Focused:** John forgot to bring the documents to the meeting.
2. **Time Focused:** We arrived late to the party and missed the cake.
3. **Action Focused:** She baked a cake for the entire office.
4. **Object Focused-1:** They gifted her a beautiful necklace for her birthday.
5. **Object Focused-2:** They gifted her a beautiful necklace for her birthday.
6. **Place Focused:** The team celebrated their victory at the park.

Part 2: Below are two paragraphs without any punctuation marks. To explore the importance of pausing, follow these steps:

1. Read each paragraph aloud exactly as written, without adding any pauses or considering where punctuation marks might go. Focus on maintaining a continuous flow as you read.
2. Reflect on how the lack of pauses affects the clarity of the message. Did it make the meaning ambiguous or confusing?
3. Reread the paragraphs, this time adding pauses where they make sense. Notice how pausing changes the meaning and enhances understanding.

A

The cat chased the mouse John watched amazed the cat caught it but let it go Sarah laughed and called out can you bring Red and Blue a moment later John returned with two tubes of acrylic paint Sarah stared at him I meant the cats John blinked and said oh I thought you wanted to finish the painting and they both started laughing

B

I like eating my grandma and the cats always sit nearby watching carefully Sarah said this at dinner and everyone froze unsure of what she really meant the conversation moved on awkwardly until Sarah added I enjoy cooking my friends always love my recipes but the room fell silent again as her friends exchanged nervous glances

TASK 5: Watch two sample student presentations using the QR Code. Focus on the style of presenters in terms of the elements of physical and vocal delivery given above. Write the positive and negative aspects in the table below.

		Student 1	Student 2
PHYSICAL	Eye Contact		
	Facial Expression		
	Posture & Gestures		
VOCAL	Pace & Fluency		
	Voice & Volume		
	Variety: Pitch, Intonation, Tone		
Presence			
Appearance			

TASK 6: Watch a sample presentation that exemplifies effective delivery and answer the questions on the following page:

1. Did the speaker's delivery style match the content and purpose of the presentation? Why or why not?
2. What delivery elements stood out the most to you, and why do you think they were effective?
3. What specific aspects of the speaker's delivery would you like to incorporate in your presentations? Why?

3. Parts of a Presentation

Introduction

Purpose: to introduce the topic and set the tone and purpose of the presentation

Components:

- self introduction
- integrating a teaser (attention-getting technique)
- introducing the topic
- statement of the purpose
- outlining key points

! **Remember:** Not all the components are necessary in every presentation. Depending on the CAP, all of the components, except for introducing the topic, can be left out.

Body

Purpose: to present the main points and support them

Components:

- organized sections with clear headings
- supporting details: evidence/explanations/examples

Conclusion

Purpose: to recap the main points to reinforce the message

Components:

- concluding signal
- concise restatement of main points (summary)
- concluding strategy (memorable remark)
- invitation to questions
- reference list

! **Remember:** Not all the components are necessary in every presentation. Depending on the CAP, all of the components, except for the concluding signal, can be left out.

3.1. Introduction

The introduction of a presentation is important to set the tone and capture the audience's attention. It provides the initial framework by clearly stating the topic, purpose, and key points that will be covered, helping the audience understand what to expect. The introduction is also where a presenter can establish credibility and build rapport with the listeners. Now, let's explore each of these essential elements in more detail to understand how they contribute to a strong and engaging introduction.

Self Introduction: A brief self-introduction helps establish credibility, engage the audience, and create a personal connection. To do this:

- keep it short and to the point,
- highlight relevant experience, expertise, or personal connection to the subject.

Introducing the Topic: Starting with a clear statement of the topic immediately signals to the audience what the presentation will cover. This helps grab their attention and sets expectations from the beginning. To do this:

- keep it simple and direct—avoid vague or overly complex openings.

Statement of the Purpose: Stating the purpose helps explain why the topic you are addressing matters to your audience and makes them understand the significance of the content. To do this:

- be specific about the relevance of the topic to the audience.

Outlining Key Points: This is where you give a brief overview of the main ideas or sections you will cover in your presentation. It helps prepare your audience for the content they will be exposed to, making it easier for them to follow your message. To do this:

- think of this as a "roadmap" for the presentation—it helps the audience know what to expect and how the information will unfold,
- keep it simple and include only the main points.

Integrating a Teaser: In some presentations, such as a business pitch or a creative proposal, a teaser (an attention-getting technique) might be essential to spark curiosity and engage the audience from the outset. The role of a teaser in this case is to create anticipation and encourage the audience to stay focused and eager to learn more throughout the talk. However, in more formal or data-driven presentations, like academic lectures, a straightforward approach may be more appropriate, focusing instead on delivering a concise overview. The key is to tailor the introduction to the context, audience and purpose (CAP), ensuring that it serves its purpose effectively.

While teasers can enhance engagement and set the stage for presentations, their effectiveness is related to whether they are properly selected and smoothly connected with the rest of a presentation.

Considering the topic of your presentation, your style and the natural flow of ideas/arguments, you can choose the most appropriate teaser from the ones given below.

Strategy	Example
1. Giving an Anecdote: A personal story can create a connection and make the topic more relatable.	Presentation Topic: Cybersecurity and Digital Protection "Imagine waking up one morning, reaching for your phone, and realizing you're locked out of every account—emails, social media, even your bank app. That sinking feeling hit me hard last year when I discovered my entire digital presence had been wiped clean overnight. I felt helpless and vulnerable. But as I worked to piece everything back together, I gained valuable insights into cybersecurity—insights I'm excited to share with you today to help protect you from a similar experience."
2. Asking a Rhetorical Question: Posing a thought-provoking question can immediately engage the audience's curiosity.	Presentation Topic: The Future of Renewable Energy "Have you ever wondered what the world would be like if we could harness the full potential of renewable energy? As climate issues rise and resources run low, renewable energy offers hope for a sustainable future. Today, we'll explore the possibilities and challenges that lie ahead."
3. Asking a Question: Asking a quick question that requires a short answer.	Presentation Topic: The Impact of Excessive Screen Time "Good morning, everyone! Let me start by asking you a quick question: How many of you use your phone for more than 4 hours a day? Quick hands up please. [Pause for response] It might seem like a lot, but when we consider how much time we spend checking emails, scrolling through social media, or watching videos, it quickly adds up. This constant screen time can have serious consequences on our health, focus, and relationships. Today, we'll take a closer look at those impacts and explore some practical strategies to reduce our screen time and live more intentionally."
4. Using a Quote: Using a powerful quote can lend authority to your presentation and resonate with the audience.	Presentation Topic: The Role of Imagination in Technology and Innovation "As Albert Einstein once said, 'Imagination is more important than knowledge.' In the world of technology, imagination fuels the breakthroughs that shape our future, turning ideas into reality. Today, we'll delve into how imagination drives technological advancements and sparks innovation."
5. Using Facts and Statistics: Presenting a surprising statistic can highlight the significance of your topic.	Presentation Topic: Global Food Waste and Its Environmental Impact "Did you know that over 1.3 billion tons of food is wasted globally each year? Although it sounds unrealistic, according to the 2023 report of the Food and Agriculture Organization, intentionally or not, we produce this much waste. To help visualize this, it's equivalent to nearly a third of all the food produced for human consumption worldwide. Today, we'll discuss practical strategies to reduce food waste and its profound impact on our planet."

6. Incorporating Humor: Light, appropriate humor can ease tension, foster connection, and make the audience more receptive.	Presentation Topic: Data Analytics and Its Accessibility "They say there are three kinds of people in the world: those who are good at math and those who aren't. Today, let's dive into the fascinating world of data analytics, but no worries, no advanced math is required!"
7. Using Visual or Audio Materials: Engaging the senses with a striking image, video or sound can immediately captivate the audience's attention.	Presentation Topic: The Power of Branding Audio: Playing a short clip of a robotic voice interacting seamlessly with a human in a presentation on the future of AI. Visual: Showing an image of two simple, iconic logos: Nike's swoosh and Apple's apple in a presentation on the power of branding. Audio and Visual: Showing an image of a freshly brewed cup of coffee, paired with the sound of it being poured into a cup and soft background café noises in a presentation on the influence of sensory marketing.
8. Using Props: Introducing an object that visually represents your topic might spark interest and curiosity among the audience.	Presentation Topic: The Value of Access and Opportunity "Have you ever thought about how something as simple as a key can change your life? This small object in my hand isn't just for unlocking doors—it symbolizes access, opportunity, and potential. Just as this key opens locked spaces, having the right resources can open new pathways in both personal and professional growth. Today, we'll explore how gaining access to the right knowledge and tools can unlock new opportunities for innovation and success."
9. Giving a Scenario or Hypothetical Situation: Presenting a "what if" scenario encourages the audience to think critically about possible outcomes.	Presentation Topic: Clean Water Crisis and Its Societal Impact "Imagine a world where we no longer have access to clean drinking water. What would society look like? Health crises would increase, sanitation systems would break down, and daily life would become a struggle for survival. Society would be unrecognizable, and the consequences would be devastating. Today, we'll discuss the crucial steps we must take now to prevent this disaster from becoming our reality."
10. Making a Dramatic Statement: Making a bold claim right from the start creates intrigue and sets a dramatic tone for the presentation.	Presentation Topic: Climate Change and Rising Sea Levels "In just 30 years, we may be facing a world where entire cities are underwater. What we do today will determine our future. So, today we'll discuss the actions we need to take before it's too late."

Remember!

If you are required to use a teaser in your introduction, it is suggested that you give it before revealing the topic of your presentation. You need to grab the attention of the audience from the very beginning.

While a good teaser can capture the audience's attention, it is equally important to avoid ineffective teasers that may hinder engagement. A teaser can fail if it is:

- too lengthy, causing the audience to lose interest before the main content,
- unclear or vague, as it confuses rather than intrigues,
- irrelevant, leaving the audience feeling disconnected from the topic.

TASK 7: In which of the following contexts would a teaser be appropriate at the beginning of the presentation?

a. Conference presentation
b. Keynote speech at a conference
c. TEDTalk
d. Project presentation at the workplace
e. Chapter presentation in class
f. Project presentation in front of a jury

TASK 8: Watch the following video featuring several alternative teasers for the same presentation topic "cultured meat" and match the sample teasers with the strategies above. Then, analyze the techniques used to engage the audience and discuss which teaser you found the most effective/appealing and why.

Teaser 1: _____
Teaser 2: _____
Teaser 3: _____
Teaser 4: _____
Teaser 5: _____
Teaser 6: _____

See Appendix 2 for the scripts of the videos.

TASK 9: Watch three different introduction samples on the same topic "cultured meat". As you watch, identify the key components and their organization in the introduction. You may refer to the components of the introduction given on p. 65

Introduction 1: _____
Introduction 2: _____
Introduction 3: _____

See Appendix 3 for the scripts of the videos.

Tips for an Effective Introduction

Make an Impact

- Start with a strong opening statement or teaser that captures the audience's attention and makes an immediate impact.

Integrate the Teaser into the Rest of the Introduction

- If you use a teaser at the beginning, ensure it flows naturally into the rest of your introduction. Avoid leaving the teaser hanging; connect it to your main message to maintain clarity.

Establish Connection with the Audience

- This connection helps engage them and makes your presentation more relatable.

Keep the Introduction Concise

- Aim for a brief and impactful introduction. A lengthy introduction can cause the audience to lose attention before you even dive into your main points. Focus on delivering essential information clearly.

Clearly State Your Message/Purpose

- Clearly articulate the main message or purpose of your presentation. Let your audience know what to expect and why it's important, providing a roadmap for the rest of your talk.

Outline Your Main Points

- Briefly state the main ideas to show the audience the flow of your presentation

Do not Apologize or Make Excuses

- Avoid saying sorry or explaining your weaknesses at the start. Instead, focus on presenting your topic confidently and positively, setting the right tone for your presentation.

Do not Rush

- Take your time when delivering your introduction. A rushed start can confuse the audience and diminish the impact of your message.

Do not Give Unnecessary Self-Introductions

- Tailor your introduction to the context and audience. Avoid lengthy personal introductions that may not be relevant. Focus on what matters to your audience. Do not unnecessarily introduce yourself if everyone already knows you/if you have been introduced by someone else.

TASK 11: Over to You - Introduction Practice

Step 1: In your groups, choose one of the topics below:

- The benefits of e-readers
- How pets improve mental well-being
- The role of AI in everyday life
- How listening to podcasts can broaden perspectives
- The role of hobbies in reducing screen time
- The benefits of starting your day with a morning routine
- How reading fiction enhances empathy
- The benefits of staycations (exploring your city as a tourist)

Step 2: Brainstorm ideas and create an engaging introduction for a presentation. In your introduction, make sure you include all the essential components:

- Greeting the audience.
- Integrating an effective teaser to grab attention.
- Introducing the topic clearly.
- Outlining the main points.

Reminders:

- Use appropriate signposting language to guide the audience.
- Maintain an appropriate tone and body language.
- Keep it concise and clear.

Step 3: When you are ready, choose one group member to deliver the introduction in front of the class. Following the presentation, the instructor and classmates will provide constructive feedback on the following:

- Clarity and structure of the introduction.
- Effectiveness of the teaser.
- Relevance of the outline.

3.2. Body

The body of a presentation is where the main ideas are developed and elaborated upon, serving as the heart of the presentation.

Elaboration

To convey the key message effectively, content must be clear, structured, and supported by relevant examples or data. Organizational patterns such classification, cause and effect, problem and solution, or topical approaches help ensure clarity and make complex ideas easier to understand. For example, a cause-and-effect pattern explains the relationship between actions and outcomes. Similarly, a topical approach organizes information by themes or categories.

Considering the CAP principle, the thoughtful combination of these organizational patterns with diverse supporting techniques, presenters can create maximum impact.

Below are the types of supporting techniques to utilize in presentations:

- Examples & Anecdotes: Provide specific instances or personal stories to illustrate key points, making the content more relatable and memorable.
- Statistics & Facts: Use research data or factual information to add credibility and reinforce the message.
- Definitions & Explanations & Comparisons: Explain key terms or concepts clearly, and draw comparisons to help the audience understand new ideas by relating them to familiar ones.
- Testimonies & Expert Opinions: Include insights from experts in the field to enhance the credibility of the argument.
- Visual Support: Incorporate charts, graphs, images, or videos to visually represent information and enhance audience understanding and engagement.

TASK 12: Below is a video showcasing various supporting techniques utilized by the presenters. As you watch the video, write the number of the excerpt next to the corresponding supporting technique used in it.

Supporting Techniques	Sample Number
a. Citing Expert Opinion	
b. Using Graphs	
c. Using a Chart	
d. Using an Image	
e. Referring to an Article / Study	
f. Using a Personal Example	

TASK 13: Read the following excerpt from the body of a presentation on "future-proofing" (a new trend where individuals prioritize financial stability when choosing a partner). Carefully review the list of supporting statements provided and decide which ones best strengthen the main ideas in the text. Insert your chosen supporting statements into the numbered places in the excerpt to create a cohesive and well-supported argument. Justify your choices by explaining how each detail strengthens the overall message.



To begin, let's talk about why financial stability has climbed to the top of the priority list in dating. Many people today consider financial stability an essential and non-negotiable factor when looking for a partner. Think about that for a second. One significant reason for this is the economic uncertainty that defines modern life. 1) _____ This means that choosing a financially stable partner is no longer just about material comfort—it's about survival in an unpredictable world. This is especially valid for the ones, you know, thinking serious. **2)** _____ Economic pressures like rising living costs, inflation, and mounting debts weigh heavily on individuals, particularly younger generations. These challenges often extend into relationships, shaping how people evaluate compatibility. Many now seek a partner who can share in the responsibility of managing financial hurdles and provide both emotional and practical support. For instance, discussions about financial goals, which were once considered inappropriate or awkward, are now becoming a natural part of dating. **3)** _____ These conversations help people determine whether they are aligned with their partner's outlook on money and future planning. This shift highlights how financial stability has evolved into a cornerstone of modern relationships.

Supporting Statements:

a. *A 2023 report from the American Psychological Association (APA) found that financial stress is one of the leading obstacles to maintain a decent life.*

b. *Dr. Helen Fisher, a biological anthropologist who studies relationships, explains that "economic instability pushes people to prioritize security in all aspects of life, including relationships."*

c. *This trend is reshaping dating through the rise of "pragmatic dating apps." Whitney Moore, a couple's therapist, highlighted in a recent interview that they've introduced features allowing users to highlight financial goals on their profiles. For example, someone might indicate that they are "Saving for a house" or "Debt-free." These features cater to this growing demand for financial compatibility.*

d. *To illustrate this, let me share a chart. The chart shows that in 2015, only 15% of couples discussed finances before becoming serious. Fast forward to 2024, and that number has jumped to 46%. This is a significant cultural shift, driven by the desire to future-proof relationships.*

e. *According to a 2024 article in Forbes, financial topics like debt, savings, and even credit scores are being discussed earlier than ever. The article quotes Dr. John Gottman, a relationship expert, who states that "financial conversations, when approached early, can build trust and foster a stronger foundation." This shows that people are prioritizing openness about money.*

TASK 14: Analyze the sample taken from the body part of a 5-6 minute presentation below on "digital hoarding" and answer the questions that follow.



... And now, because storage options are unlimited, it's almost too easy to keep saving things.

There are different opinions about why digital hoarding happens. Some argue it's because digital storage is very convenient. So why bother deleting anything? Others suggest there's an emotional side to it, like worrying you might delete something that's secretly important. But honestly, it might just be a habit that people develop over time. I've read claims that digital hoarding can affect mental health, but it's hard to say how much impact it really has. After all, everything in life affects our mental health in one way or another these days, right?

There's also the environmental side of the situation. All that data being stored doesn't just sit there—it needs servers and data centers, and those use a lot of electricity. It's easy to ignore this, but the energy consumption of data centers can add up and cause serious problems. And then there's the clutter. When you open your phone or computer and see a chaotic mess of files everywhere, it can feel overwhelming. Actually, research suggest that human beings have an incredible skill to adapt to new or difficult situations. It's not exactly pleasant, but it's something we've kind of learned to live with. So, while digital hoarding might not seem like a big deal, it's worth thinking about from time to time.

1. Which ideas are presented to support this message?
2. What techniques are used in the paragraph that help to elaborate on ideas?
3. Do you think the types of support used (examples, descriptions, etc.) are effective in conveying the main message? Why or why not?

TASK 15: Now analyze the improved version of the same sample. First identify the differences and then answer the question that follow.



... This phenomenon mirrors traditional hoarding, the one we see on reality TV shows, where people feel an emotional attachment to items they don't actually need.

But what's driving this behavior? Well, part of it is psychological. Researchers suggest that digital hoarding is often linked to a fear of losing valuable information or memories. For example, how many of us keep old emails or duplicate photos 'just in case'? It's a small act, but over time, it adds up and, naturally, creates an overwhelming clutter in our digital lives. Let's not forget the mental weight that this kind of hoarding causes. Recent studies from the Journal of CyberPsychology, one of the pioneer journals in the field, show that cluttered digital spaces contribute to stress and decreased productivity. I know it sounds somewhat irrelevant and even

unrealistic but think about how you feel when you can't find an important document or when your phone's storage is full. These small frustrations can snowball into bigger issues. So it is clear that digital hoarding means more than just storage capacity.

Now that we've discussed the psychological drivers, let's shift our focus to a surprising but significant consequence of digital hoarding: its impact on the environment. Yes, it may sound highly unlikely but digital hoarding does have environmental effects as well. Every file we save, every photo we refuse to delete, and every email we archive has to be stored somewhere—and that 'somewhere' is a data center. These facilities, which house and manage our digital clutter, require enormous amounts of energy to function. In fact, based on recent data that the International Energy Agency reported, global data storage currently consumes close to 1% of the world's electricity. We can all agree that it seems like a small percentage, but as digital hoarding increases, so does its carbon footprint. I mean, data centers contribute greatly to greenhouse gas emissions through their energy usage just like many other things: factory farming, fossil fuel consumption, you name it.

I have a recommendation for you here. It's a 2024 article published in New York Times and the title is...wait for it..."Noisy, Hungry Data Centers Are Catching Communities By Surprise". I know that noise pollution is not one of my concerns in today's presentation, but it is definitely a fun read and it will give you a new perspective to see the big picture.

What specific improvements have been made in the second version? In your response, focus on aspects such as clarity, use of evidence, and how the speaker engages the audience.

Organization

A well-structured presentation keeps maintains audience interest by presenting information in a logical sequence, making key points easier to follow and comprehend. Organizing the content involves outlining main topics and subtopics, which acts as a roadmap for both the presenter and the audience. Dividing the content into distinct sections enhances the flow of the presentation, ensures smoother transitions, and reinforces the message being conveyed.

Outlining plays a crucial role in this process, guiding speakers to brainstorm ideas and avoid missing important points. It ensures a coherent structure, helps the presenter manage time as a specific duration is allocated to each section, and engages the audience by emphasizing key moments. This approach engages the audience by hitting key points at the right moments and reduces anxiety by providing a clear structure, allowing speakers to focus on delivery instead of worrying about forgetting content.

TASK 16:

Step 1: Go through five different overviews for a 15-minute presentation on *Remote Work*, each offering a unique perspective on the same topic. Then, match the sample outlines with their corresponding organizational pattern(s) that follow.

A

Drawbacks of Remote Work

- Communication: Traditional Office vs. Remote Work
- Productivity: Traditional Office vs. Remote Work
- Social Interaction

B

Benefits of Remote Work

- Personal benefits: Flexible working hours
- Corporate benefits: Cost saving

C

Challenges of Remote Work

- **Initial Challenges** (When remote work first became popular)
  - Technology setup and adaptation was a challenge.
  - Overcoming resistance to change
- **Evolving Problems** (As remote work became more mainstream)
  - Decline in team collaboration
  - Work-life boundaries becoming blurred
- **Current Challenges** (Modern drawbacks)
  - Increased burnout and isolation
  - Mental health concerns related to remote work

D

Future of Remote Work

- Introduction
- Impact of AI
- Conclusion
- References

E

The Rise of Remote Work

- How it started
- Why it is essential
- Impact on company culture
- Impact of global economy

Sample Overview	Organizational Pattern
	Chronological – *traces development from the past to present*
	Problem-Solution – *presents problems or drawbacks*
	Comparison – *presents problems by highlighting differences*
	Cause-Effect – *points to an effect resulting from the cause*
	Topical – *gives different categories*

Step 2: Now, evaluate the outlines using the guiding questions below. Identify the strengths and weaknesses of each overview.

- Organization and Order of Components: Are the subpoints organized well in a logical sequence that makes sense?
- Relevance: Do all the subpoints directly relate to and support the main focus of the presentation?
- Time Management: Does the content seem appropriate for the time limit? Is there too much or too little information?

Overview A:

Overview B:

Overview C:

Overview D:

Overview E:

Cohesion in Presentations: Signposting Language

Transitions and signposting language are essential for maintaining the flow and coherence of a presentation. They act as bridges between different points, guiding the audience through the narrative and ensuring a logical progression of ideas. Signposting language, which includes phrases, clauses or even sentences, provides clear markers that inform the audience about what to expect next. This helps prevent confusion and allows the audience to follow the presenter's train of thought smoothly.

Some Examples of Signposting Language		
To begin with, To illustrate, As a result,	As we move on, If we consider the data, Given that point,	Now let's turn to the next point. This brings us to the next section. I'd like to draw your attention to an important detail.

Signposts are helpful in speeches because they:

- **Increase audience engagement:** They keep your audience engaged and attentive throughout your presentation.
- **Enhance comprehension:** They provide structure and clarity, making it easier for the audience to understand and remember your key points.
- **Ensure smooth flow:** They help maintain a continuous and logical flow in your speech bridging different parts of your presentation.
- **Reinforce key messages:** They reinforce critical themes, emphasizing the primary takeaways for improved memory.
- **Guide the audience:** They function as navigational indications, assisting the audience in successfully following and maintaining your presentation.



Study the table below for the detailed list of **signposting language** in different stages of the presentations:

	Substage	Signposting Language
INTRODUCTION	Greeting the audience	Good morning/afternoon/evening, everyone. Hello, everyone. Thank you for being here. Welcome to today's presentation. Hi, everyone. It's great to see you all. Thank you for joining us today. I'm happy to have this chance to speak to you today about… I am honored to have the opportunity to share with you here today…
	Introducing yourself	Let me introduce myself. My name is… For those of you who don't know me, I'm… I'm [Your Name] and I'm here to talk about… My name is [Your Name], and I'm excited to share with you…

BODY	Introducing the topic	Today, I'm going to talk about... The topic of my presentation is... The subject of my talk is... I'm here to discuss/present... This presentation will cover... We'll be looking at...
	Overview of the presentation	In my presentation, I will discuss... Today's talk will cover three main areas... I'll begin by..., then I'll move on to..., and finally... The presentation is divided into ... parts. I have divided my talk into ... parts. First, I will..., second..., and lastly...
	Starting a new section	Let's begin with a brief overview of... Let's move on to the next section... So let me start by explaining... Now, let's take a look at... The next point I'd like to discuss is... Moving on to... I'd now like to talk about... Another aspect of this is...
	Connecting and Relating Ideas	*This leads us to the next important point, which is...* *To draw a connection between these two ideas,* *This acts as a bridge between...* *This supports the earlier point about...* *To show how this builds upon the last idea,* *A clear link can be seen when we examine...* *To put this into perspective with what I mentioned earlier,* *Let me highlight how this ties back to our initial discussion.* *By looking at this side by side with the earlier point, we notice...* *To further clarify this connection,*
	Finishing a section	To conclude this section, That's all for this part. Let's move on to the next topic. This concludes the first part of my presentation. So far, we've discussed/looked at... This wraps up... Now that we have seen..., let me move on to... Having covered..., now let's turn our attention to...
	Analysing a point	This is significant because... The reason for this is... This indicates that... The implication here is... What this means is... Where does that lead us? Why is this important?

	Giving examples	For instance,... Let me illustrate this with an example. To illustrate this point, let's have a look at... A good example of this is... To give you an example,... Take, for example,...
	Referring backwards and forwards	Referring back to what we discussed earlier,... As mentioned earlier,... As I pointed out in the first section,... You may recall/remember that I said... Just to repeat what I said earlier,... Looking back at..., In the next section, we will see... I'll talk more about this later.
	Paraphrasing and clarifying	In other words,... To put it simply,... What I'm saying is that..., Let me rephrase that. To clarify,... So what I'm saying is...
C O N C L U S I O N	Summarizing and concluding	In summary,... To sum up,... In conclusion,... To wrap up,... Finally,... So far... Let's summarize briefly what we have looked at. Finally, let me remind you of some of the issues we've covered. I'd like to conclude by leaving you with this thought...
	Invitation to discuss/ ask questions	Does anyone have any questions? I'd be happy to answer any questions now. If you have any questions, I'll be happy to answer them. Let's open the floor for questions. Any questions or comments? Please feel free to ask questions.

TASK 17: Read the transcript of a presentation given on *The Manipulation of Woke Culture* below and:

a. identify specific examples of signposting language used in the introduction and body of the presentation. How does this language guide the audience and enhance understanding?

b. discuss the alternative signposting language that can be used without disrupting its flow.



Good morning, everyone! Let me start by introducing myself. My name is Tory Keating, and today, I am going to talk about a timely and thought-provoking topic, but before giving you the details, I'd like to ask you something. Have you ever scrolled through social media, seen a company or public figure promoting social justice, and thought to yourself... *Wait, is this real or just for the show?* I mean, how often do these messages actually reflect genuine concern for social issues, and how often are they just, you know, tools to gain popularity or boost profits? Well, that's exactly what we are going to explore today – the manipulation of woke culture. Woke culture originally started as a movement to raise awareness about social injustices and promote equality, but somewhere along the way, things got a little complicated. So, today, I will first talk about the positive aspects of woke culture – because, let's be honest, there's a lot of good that's come out of it. Then, I will change focus and look at how this movement sometimes gets twisted and manipulated for, well, not-so-noble purposes.

Alright, let's start with the positive aspects of woke culture. First of all, it has brought attention to some very important issues – issues that, for far too long, were brushed under the rug. You know, things like racial inequality, gender discrimination, and LGBTQ+ rights. By promoting social justice, equality, and inclusivity, woke culture has helped start important conversations and encouraged society to see and address the discrimination that is often overlooked. This awareness is key to questioning old systems of power and working toward a fair world. Take the Black Lives Matter movement, for example. It has been a bridge highlighting racial injustices, leading to global protests, and driving much-needed conversations around race relations. And it's not just talk – we've seen legislative changes and more focus on law enforcement practices because of it. Next, let's look at another powerful movement: the #MeToo movement. I am sure most of you have heard about it. By empowering survivors to speak out, it has sparked a global call on issues of harassment and abuse. As the Harvard International Review highlights in a 2024 article, the movement has not only challenged societal norms but also reshaped narratives around acceptable behavior, creating a global call for accountability and systemic change. Moving on, let's not forget LGBTQ+ rights. We have seen huge victories there too – like the legalization of same-sex marriage and greater visibility for transgender individuals. What's crucial here is this: It is giving power to marginalized communities and creating a more inclusive world. I know it's too idealistic to call it an inclusive world, but baby steps, right?

And in a parallel universe, while all of this is happening, there is another side to the story. Woke culture, for all of its power and influence, sometimes finds itself... hijacked. Now, let me explain what I mean. First, some companies suddenly start using woke language in their ads and social media accounts. They create these big, heartfelt campaigns, but if you take a closer look, their actual business practices have not changed. This is called "woke-washing" – using social justice language as a cover-up for bad behavior. It's not just companies, though. Politicians -hard to believe, I know- do the same thing. They use all the right buzzwords in their campaigns, talking about climate change,

racial justice, and LGBTQ+ rights. However, here's the catch: But once they've secured the position, their actions don't always match up with their promises. This is not just an isolated issue. In 2020, the Center for Political Accountability examined this trend and found that these inconsistencies are not just common, but they are often part of a larger trend of corporate and political hypocrisy. This highlights the critical issue that, despite the public push for change, the actions of those in power often fail to reflect the values they claim to support, undermining public trust and the progress of important social movements. This kind of manipulation does not just feel fake — it can actually hurt the movement. What I mean is that when people start to see through it, they become cynical, which makes it harder for real activists to gain the support they need.

And this marks the end of my presentation. So far, we have explored woke culture from different perspectives: the positive change it's brought about, and, of course, the ways it can be manipulated. And I guess the takeaway here is this — woke culture can drive meaningful progress, but it is up to all of us to make sure it stays authentic. So, next time you see a woke message, pause for a second. Ask yourself: Is this real? Or *is it just another well-designed strategy?* Because if we can learn to spot the difference and continue to support genuine activism, we can keep this momentum going and move in the right direction. And remember this: real activism is about action, consistency, and accountability — not just catchy slogans and viral campaigns. Thank you all so much for listening. I'd love to hear your thoughts or answer any questions you might have!

TASK 18: Examine the transcript for the body part of a presentation on *Cultured Meat* critically and fill in the table that follows.



When you consider how much land, water, and resources go into raising animals for food, cultured meat just seems like the smarter option. I believe that we can completely overhaul the way we produce food and make it more sustainable. And I find it inspiring that this technology could reduce the need for factory farming altogether. Who wouldn't support an initiative that simultaneously benefits animal welfare and the environment, right? According to a 2023 article on hereforanimals.com, there is no risk of contamination from dirty farms or harmful chemicals in the production. So, we can say cultured meat offers additional advantages. Because it is produced in a controlled environment. The end-product is healthier than traditional meat, and I believe this is another important thing to mention when we talk about sustainability. I mean, isn't it clear that we should all be switching to cultured meat as soon as possible? After all, who wouldn't want to make a choice that's better for both the planet and the animals?

When you take into account the ethical implications, it's hard to argue against cultured meat. Think about the number of animals we could save. The development of this technology brings us closer to a world with less animal suffering. Isn't it extremely exciting to think about how important this shift could be for the future of food? Well, cultured meat has the potential to address many environmental and ethical challenges we're facing. For example, Wikipedia states that cultured meat is significantly better for the environment. Just imagine—if everyone started eating cultured meat tomorrow, we'd probably solve climate change in no time. Plus, when you think about it, it is the only humane choice because animals would not have to suffer anymore.

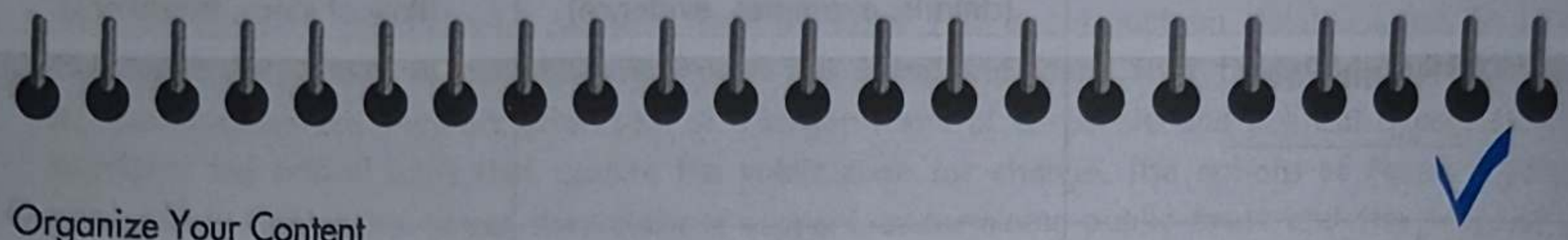
	Is it well elaborated? (details, examples, evidence)	Is it organized clearly? (flow of ideas, transitions)
1st Main Point: _____		
2nd Main Point: _____		

TASK 19: Watch the body part of the video titled Does Your Heartbeat Sound Your Same at Times? and fill in the table below.



	Comments
1. What are the main points given in the presentation?	
2. What organizational pattern is used in the presentation? Explain how this pattern supports the main ideas.	
3. How does the speaker elaborate on the main points?	
4. How does the presenter maintain a smooth flow between different sections of the presentation? Identify specific transitions or techniques used to connect ideas and keep the audience engaged.	

Tips for an Effective Body



Organize Your Content

- Use a clear organizational pattern (e.g., definition, chronological, topical, compare-contrast, cause-effect, or problem-solution) to structure your main points logically, making it easier for your audience to follow along.

Limit Key Points

- Focus on two to three main ideas to avoid overwhelming your audience. This helps keep your presentation clear and manageable.

Elaborate Effectively

- Take the time to explain the main points with detailed elaboration. Incorporate various types of support, such as statistics, quotes, and examples, to back up your main ideas and enhance credibility.

Use Clear Transitions

- Guide your audience through your presentation by using clear transitions between points. Phrases like "Moving on to our next point" or "Now let's explore..." can help maintain flow.

Engage with Visuals

- Use visuals like charts, graphs, or images to reinforce your message and keep your audience engaged. Make sure they are relevant and easy to understand.

Be Mindful of Timing

- Allocate time wisely and proportionately for each section of your body to ensure you cover all key points without rushing or running over time.

3.3. Conclusion

Conclusions in presentations are employed to reinforce key messages and leave a lasting impression. While some conclusions require all the components, some others may include certain elements. The presenter should decide how to structure the conclusion based on the CAP or skip a conclusion altogether if appropriate.

Here are several effective concluding strategies (memorable remarks) for the conclusion part of a presentation:

Strategy	Example
1. Call to Action: Encouraging the audience to take specific action based on the presentation's message, whether it is implementing a solution, making a decision, or further exploring the topic.	"Now that you're aware of the food waste crisis, I urge you to start implementing small changes in your daily habits, such as reducing waste at home and supporting sustainable food practices."

2. Quote: Closing with a quote that reinforces the key message and leaves the audience with something memorable	"As Steve Jobs said, 'The people who are crazy enough to think they can change the world, are the ones who do.' Let's be those people—innovators, thinkers, and doers—committed to pushing the boundaries of what's possible."
3. Reflective Question: Leaving the audience with something to ponder. Pose a thought-provoking question to make the audience reflect on the topic and its implications, even after the presentation is over.	"After everything we've discussed today, ask yourself: How will the choices you make today impact future generations?"
4. Future Outlook: Highlighting future trends, potential developments, or next steps related to the presentation topic to leave the audience looking ahead with curiosity.	"In the next decade, renewable energy has the potential to power millions of homes. But it's up to us to decide whether we're ready to embrace that change or not."
5. Reference to Introduction: Circling back to the opening statement, story, or hook introduced at the beginning. This creates a sense of full-circle closure and continuity.	"Remember how we began with the story of losing my digital memories? Now that we've explored the steps to protect yours, I hope you're inspired to take action before it's too late."
6. Recommendation: Providing actionable recommendations or advice based on your presentation. This is particularly effective in delivering instructional content.	"My recommendation? Start small. Begin by identifying one area in your life where you can reduce waste, and build from there."
7. Final Connection to Common Relationships, Beliefs, Interests, or Opinions: Ending the presentation by tying the key message back to something the audience can easily relate to. It helps reinforce the point in a way that feels personal and relevant, leaving a lasting impression by emphasizing shared ground.	"At the end of the day, we all want to live in a cleaner, healthier world—not just for ourselves, but for our children and future generations. By adopting sustainable practices, we can work together to make that vision a reality."
8. Unusual Fact: Using an unexpected or surprising fact can challenge assumptions or provide a new perspective that makes the audience think, reinforcing the main point in a fresh way.	"Here's something surprising: The average person spends about six months of their life waiting at red lights. Imagine how much time we could save if autonomous cars become the norm."

A conclusion might involve a single well-designed strategy or a combination of multiple strategies. This variety helps the speaker make it clear that the conclusion is not just an afterthought.

TASK 20: Watch the following video featuring several alternative concluding strategies for the same presentation topic: "cultured meat" and match the sample teasers with the strategies above.

Concluding Strategy 1: _____

Concluding Strategy 2: _____

Concluding Strategy 3: _____

Concluding Strategy 4: _____

Concluding Strategy 5: _____

Concluding Strategy 6: _____

See Appendix 5 for the scripts of the videos.

TASK 21: You analysed three sample introductions in Task 9. Now, watch the conclusion of each of those presentations and as you watch, identify the key components.

Conclusion 1: _____

Conclusion 2: _____

Conclusion 3: _____

See Appendix 6 for the scripts of the videos.

TASK 22: Watch the different presentation conclusions on various topics. As you watch:

a. analyze how each presenter customizes their conclusion based on the type of presentation, its purpose, and the context,
b. think about how these factors influence their approach/style,
c. choose your favorite conclusion and explain why.

See Appendix 7 for the scripts of the videos.

Tips for an Effective Introduction

Make an Impact

- Use your conclusion as a powerful opportunity to reiterate your main arguments/themes to make a lasting impact on your audience.

Express Gratitude

- Thank your audience for their time and attention. This simple gesture can leave a positive and respectful impression, making your conclusion feel more personal and engaging.

Recapture Your Main Points

- Emphasize your key points to reinforce the core message of your presentation. This helps ensure that the audience leaves with a clear understanding of the essential takeaways.

Refer to the Beginning

- Connect your conclusion back to your introduction. This creates a sense of cohesion in your presentation. You can restate a key question or theme you introduced earlier.

Leave Them with a Memorable Idea

- Provide the audience with a memorable thought or idea to ponder after your presentation. This "food for thought" can leave a lasting impression long after your talk and encourage deeper reflection on the topic.

Do not Add New Points

- Avoid introducing new ideas or topics in your conclusion. This is your opportunity to summarize and reinforce what you have already discussed

Do not Rush

- Take your time as you conclude. A rushed ending can leave the audience feeling unsatisfied or confused. Pause to let your key points be understood and to allow for a smooth transition to the end of your presentation.

Do not Have Sudden Endings

- Do not abruptly end with phrases like "that's it", or "thank you". Such conclusions can sound cliché. Instead, aim for a thoughtful closing.

TASK 23: Over to You - Conclusion Practice

Step 1: Come together with your classmates you worked in Task 11 and this time create a strong conclusion for the same topic. In your conclusion, make sure you include all the essential components:

- Signaling the end of the presentation (making a concluding statement)
- Summarizing the main points briefly
- Including a concluding strategy/a memorable remark
- Thanking the audience
- Inviting questions

Step 2: When you are ready, choose a different group member to deliver the conclusion in front of the class. Following the presentation, the instructor and classmates will provide constructive feedback on the following:

- Clarity and structure of the conclusion
- Strength of the summary and concluding strategy
- Relevance of the conclusion to the introduction

Reminders:

- Use appropriate signposting language to guide the audience.
- Maintain an appropriate tone and body language.
- Keep it concise and clear.

4. Visual Representation

4.1. Importance of Visual Aids in Presentations

Once the purpose, content, and stages of the presentation are set, you need to find ways to **dramatize** and **humanize** your presentation to make it more relatable and effective. Dramatizing a presentation means not just telling which points you would like to communicate, but also showing them and finding a vivid and memorable way to get your message across. While doing this, you need to remember that you are talking to actual people and that engaging them throughout your performance is a major responsibility. This is the humanizing aspect of your presentation.

To select the most appropriate type of visual aid for your presentation, you need to identify the type of your audience and consider the nature of your content.

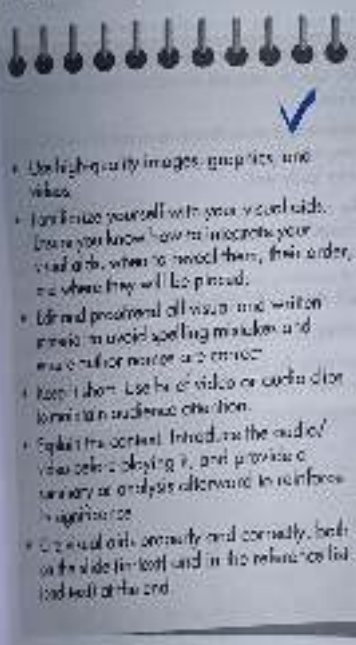
Here are some common types of visual aids you can use to empower your presentation:

- Slides (PowerPoint, Google Slides, Prezi, Canva)
- Images, photos, and drawings
- Videos/Audio clips
- Graphs and charts
- Models or objects
- Flipcharts and whiteboards
- Posters
- Infographics

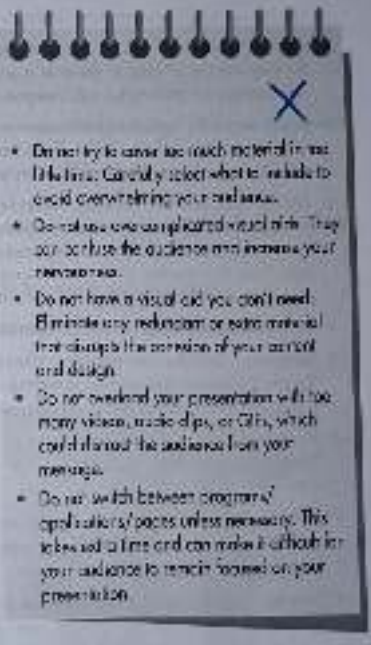
Visual aids will help to illuminate your presentation, but effective use of visual aids requires careful selection so as not to overwhelm and/or distract your audience. Keep in mind that any type of visual aid, even if it is a single image, should be used properly to enhance your spoken message and contribute to the learning. Pictures, drawings, and photographs have the potential to make an audience feel the way you do, and verbal aids, including models, diagrams, infographics, and statistics help your audience think the way you do.

Tips for Effective Use of Visual Aids

Remember that visual aids must complement what you say and help the audience recall/understand a concept. The following are some tips to achieve this:



- Use high-quality images, graphics, and videos.
- Familiarize yourself with your visual aids. Ensure you know how to integrate your visual aids, when to reveal them, their order, and where they will be placed.
- Edit and proofread all visuals and written content to avoid spelling mistakes and ensure author names are correct.
- Keep it short. Use brief video or audio clips to maintain audience attention.
- Explain the content. Introduce the audio/video before playing it, and provide a summary or analysis afterward to reinforce its significance.
- Cite visual aids correctly and correctly, both on the slide (in-text) and in the reference list (at the end).



- Do not try to cover too much material in too little time. Carefully select what to include to avoid overwhelming your audience.
- Do not use overcomplicated visual aids. They can confuse the audience and increase your nervousness.
- Do not have a visual aid you don't need. Eliminate any redundant or extra material that disrupts the cohesion of your content and design.
- Do not overload your presentation with too many videos, audio clips, or GIFs, which could distract the audience from your message.
- Do not switch between programs/applications/pages unless necessary. This takes extra time and can make it difficult for your audience to remain focused on your presentation.

4.2. Designing Effective Presentations

Slides are one of the most commonly used visual aids to organize and present key points, images, and data. When well-designed, they reinforce your spoken message and provide structure to your presentation. They also give confidence to the speaker by serving as prompts or reminders to keep the presentation on track. However, you must not become the slave of your slides and rely too much on them to tell the whole story.

The following are some tips for effective slide designs:

- Use text sparingly. If your audience is concentrating on the written text, they are less likely to give you their complete attention. Think bullet points!
- Use a maximum of six points per slide and six words per point. The "joy of six" is a helpful rule of thumb.
- Consider preparing 2-3 slides per minute to keep your presentation more controlled. Remember that the ideal number of slides to deliver in a presentation can be adapted based on the CAP and avoid overloading your presentation with excessive use of slides.
- Ensure readability by limiting text in appropriate font size and style. You may want to consider using more reader-friendly fonts (Calibri, Times New Roman, Aerial, etc.) in more reader-friendly sizes (32 points or larger for headings and 24 points or larger for body text).
- Use the "floor test" for readability. Depending on the color and font size you select, the text may be difficult to read. Font size is important. Print a slide containing text, and place the page on the floor. Can you read the slide from a standing position? If yes, then your audience can likely read it from their seats. If not, then the font size needs to be increased. If possible, preview your presentation in the room you will be using or one that is similar. Be sure to check the view from the rear of the room.
- Be consistent in the design style (the presentation template), fonts, colors, backgrounds, and animations.
- Select colors with care. Use contrasting colors (e.g. light color for background-dark color for font). Often there is a difference between how something looks on your computer screen and how it appears when projected onto a screen or wall. If you can, preview your presentation ahead of time.
- Be selective in using visuals. Avoid using small-sized, pixelated, distorted and watermarked images. Remember to place them meaningfully in your slides. Avoid using several images, especially GIFs, in the same slide.
- Minimize or avoid animated texts, sounds, fancy transitions and GIFs. These can be effective in certain situations, but most are not appropriate to professional presentations as they often distract your audience from the main points you are trying to make.
- Consider animating your bullets for the sole purpose of synchronizing your speech with the slides –call each bullet with a simple animation and explain the content, then move on to the next one.
- Select the type of graphic that best suits the data or message you are presenting. For numerical data, consider using bar charts, line graphs, or pie charts. For processes, flowcharts or diagrams might be more appropriate.
- Ensure all bullet points follow a consistent grammatical structure -such as starting with verbs or noun phrases- to maintain parallelism.
- Proofread your slides before delivering the presentation.

When designing graphs, charts, and tables, keep these key points in mind:

- Ensure that each graph, chart, or table has a clear, descriptive title.
- Make sure the numerical data is legible; adjust font size or spacing to enhance visibility.
- Display only necessary information. Avoid cluttering your visuals with excessive data or too many categories.
- Place in-text references where appropriate, and make sure they are formatted correctly according to the citation style.
- If you use charts from external sources, always edit them for clarity, consistency, and relevance to your presentation. Customizing ready-made charts can make them more fitting and aligned with your overall design.
- Maintain a balance between text-based slides and visual slides throughout the presentation.
- Proofread your slides before delivering the presentation.

TASK 24: In your groups, study the slides below and evaluate them by referring to the following questions.

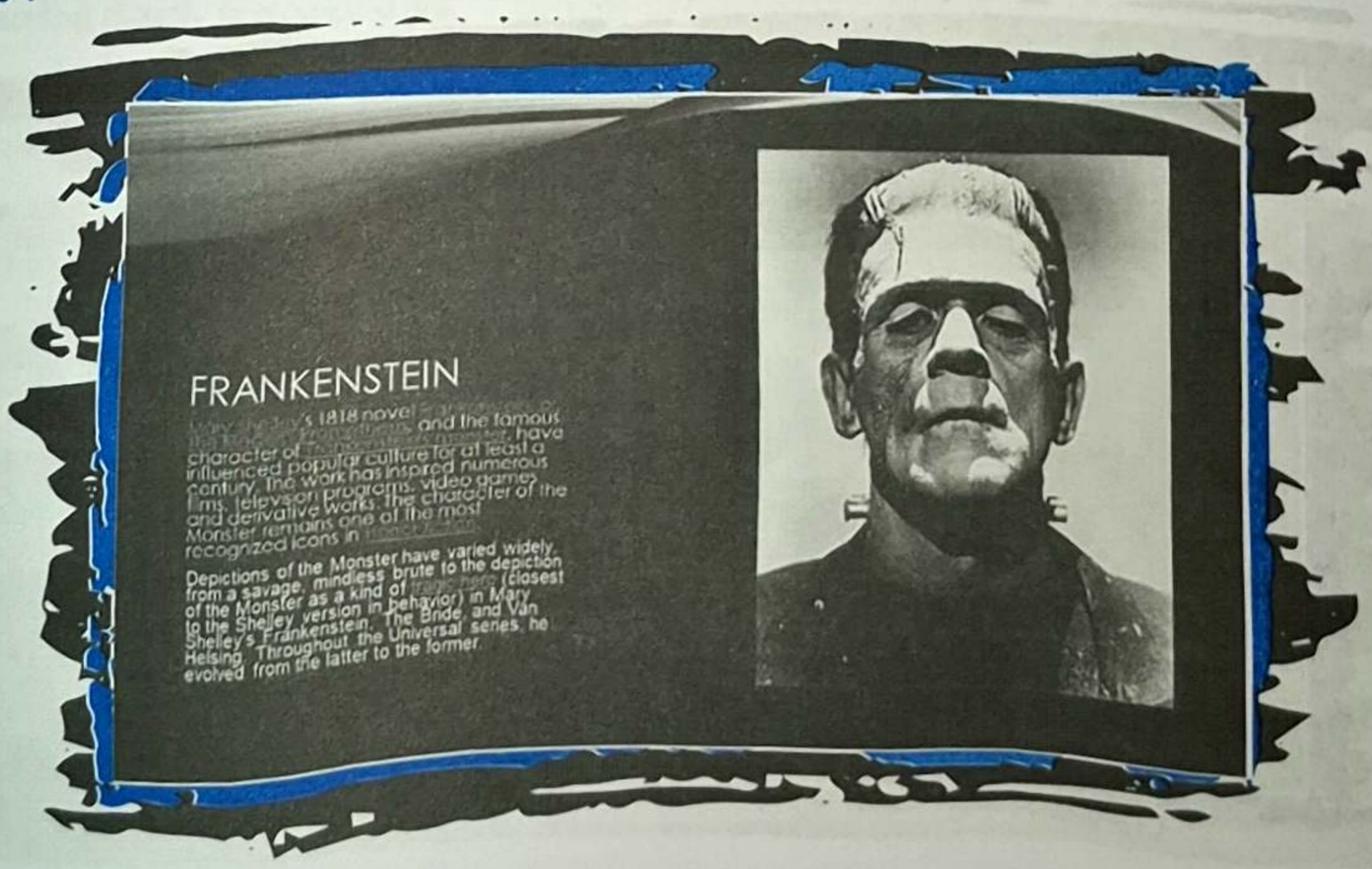
Evaluation Questions:

1. Identify the problems by considering the effective design principles such as relevance of visuals, fonts, layout, background, color.

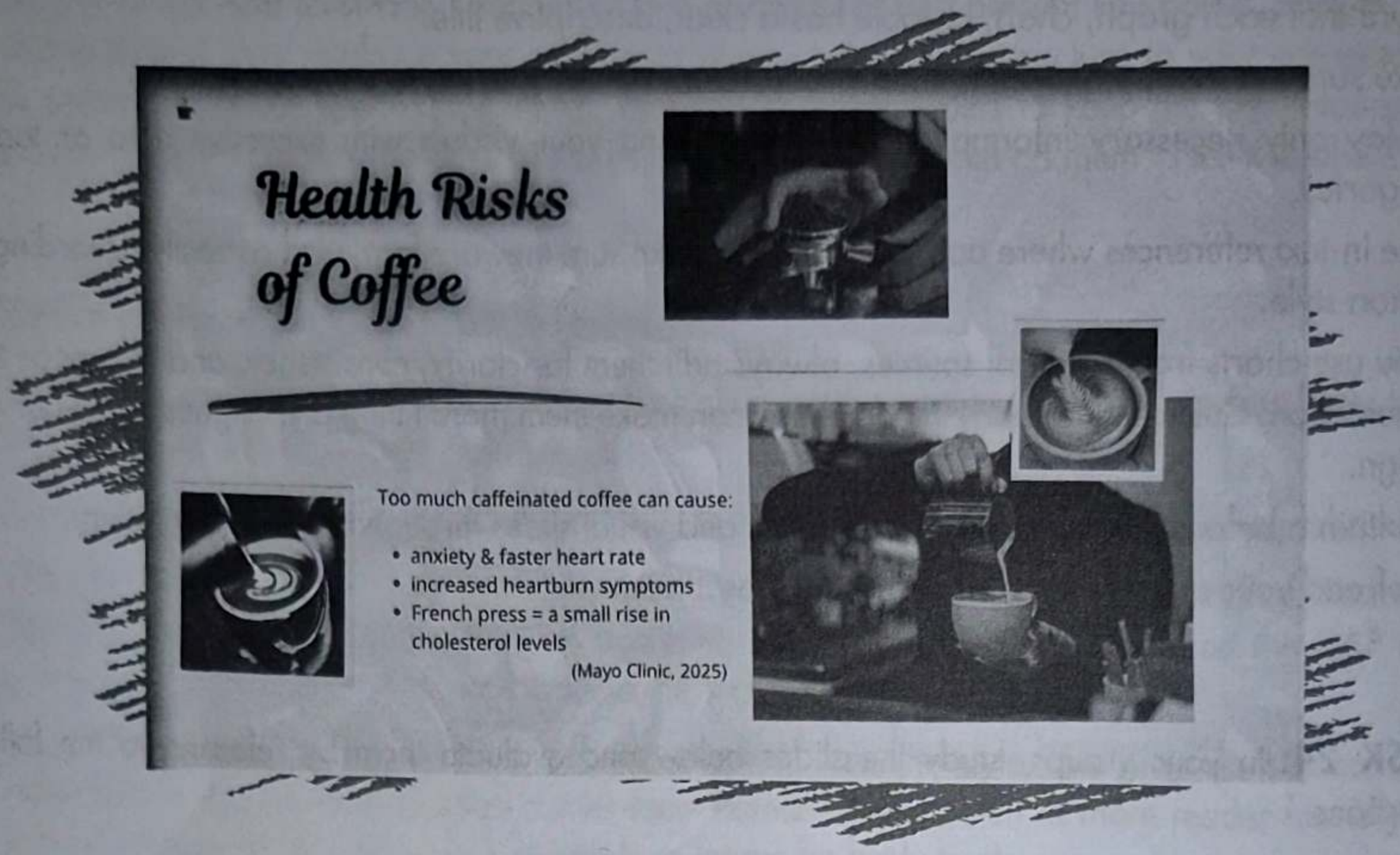
2. How do you think these problems would impact both the speaker and the audience?

3. What changes would you make in the slides to improve the effectiveness of the presentation?

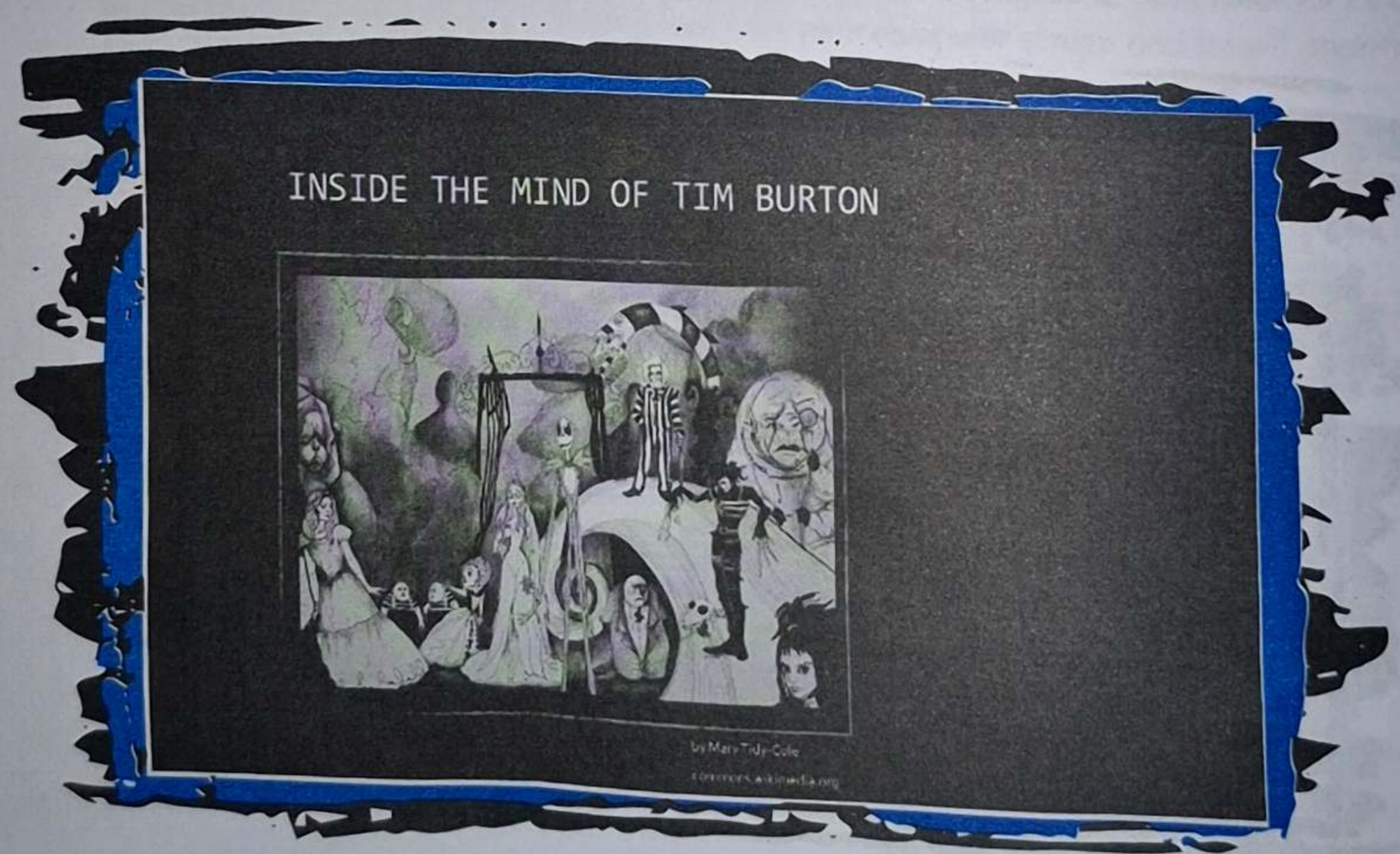
Slide 1



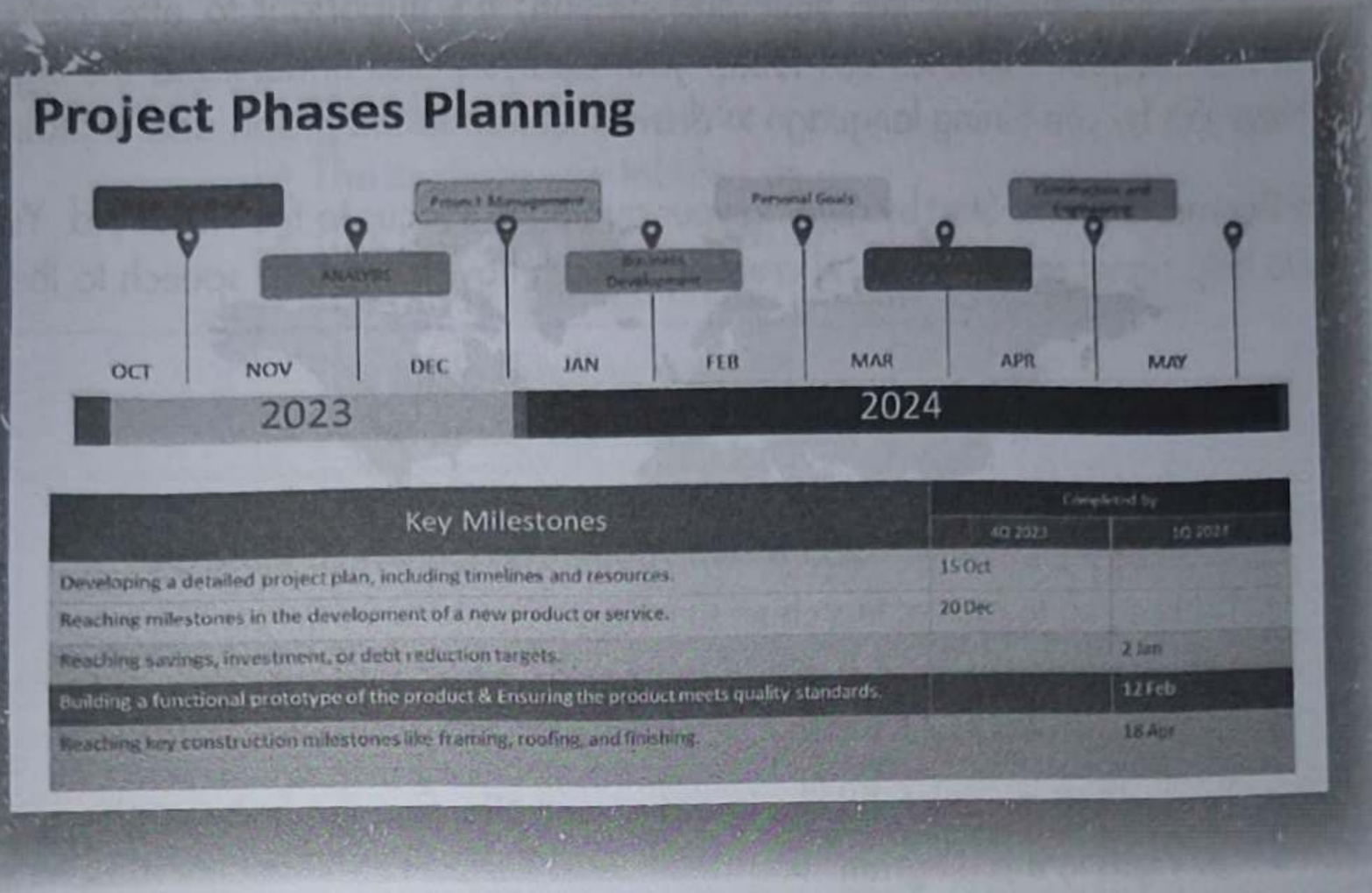
Slide 2



Slide 3



Slide 4



Key Milestones	Completed by	
	4Q 2023	1Q 2024
Developing a detailed project plan, including timelines and resources.	15 Oct	
Reaching milestones in the development of a new product or service.	20 Dec	
Reaching savings, investment, or debt reduction targets.		2 Jan
Building a functional prototype of the product & Ensuring the product meets quality standards.		12 Feb
Reaching key construction milestones like framing, roofing, and finishing.		18 Apr

4.3. Effective Delivery of Visual Representations

Effective delivery of visuals is crucial for capturing and maintaining audience attention, as even the best-designed visuals can fall flat if the delivery is poor. While strong design improves understanding and reinforces key messages, it is the speaker's confident control and engagement that truly bring the content to life.

Below are some tips on the use, delivery, and interpretation of visuals:

Know Your Content: Familiarize yourself with the material so you can speak confidently and avoid reading directly from your slides.

Explain the Graphic: Do not assume that the audience will automatically understand your graphics. Take the time to explain what they are looking at and how it relates to your message.

Highlight Key Information: Use visual cues such as arrows, color highlights, or annotations to draw attention to the most important parts of your graphics. You can also use a pointer for the same purpose.

Contextualize Data: Provide context for the data you are presenting. Explain the significance of the trends or patterns shown in your charts and how they support your overall argument.

Utilize Body Language: Use gestures and movement to emphasize key points and maintain energy, but avoid excessive movement that may distract from your message or even block the visuals.

Use Proper Language: Use clear and concise language to introduce and describe the graphics. Avoid jargon or technical terms (depending on your audience) that might be confusing. Ensure your verbal descriptions complement what is displayed visually.

Synchronize: Make sure that the information/visuals you deliver match your explanations throughout the presentation.

4.4. Describing Graphs

When integrating visual representations into your presentation, it's important to effectively introduce and describe them. This ensures your audience can follow your analysis and understand the significance of the data. You can achieve this by combining language to draw attention to the graph and explain its content.

Introducing Visual Representations: Start by guiding your audience's focus to the visual aid. You might use the following phrases to help signal a transition and create a smooth flow from your speech to the graph.

- → At this point, I'd like to share with you this graph which illustrates…
- → I'd like you to look at this chart showing …
- → Let me show you the recent findings on this table…
- → Let's have a look at …
- → To illustrate my point, I'd like to draw your attention the line graph…
- → Let's turn to this diagram…
- → As you can see in this graph…
- → If you look at this line graph, you will understand…

Describing Graphs: Once introduced, describe the key trends, patterns, or features of the visual representation. Use specific expressions based on the type of graph. Below is a list of useful language for describing graphs in presentations.

Visual Representation	Useful Language
Line Graph	• The line graph shows/ represents/ depicts/ illustrates/ displays/ indicates • As can be seen, the trend is... • The data points illustrate a steady increase/decrease in... • There is a sharp rise/drop in... • The line peaks at... • It levels off at... • Fluctuations can be observed between...
Bar Graph	• The bar graph represents... • The highest/lowest bar indicates... • There is a significant difference between... • The bars illustrate an upward/downward trend in... • The most striking feature of the bar graph is... • The length of each bar correlates with... • We can observe a consistent pattern of...

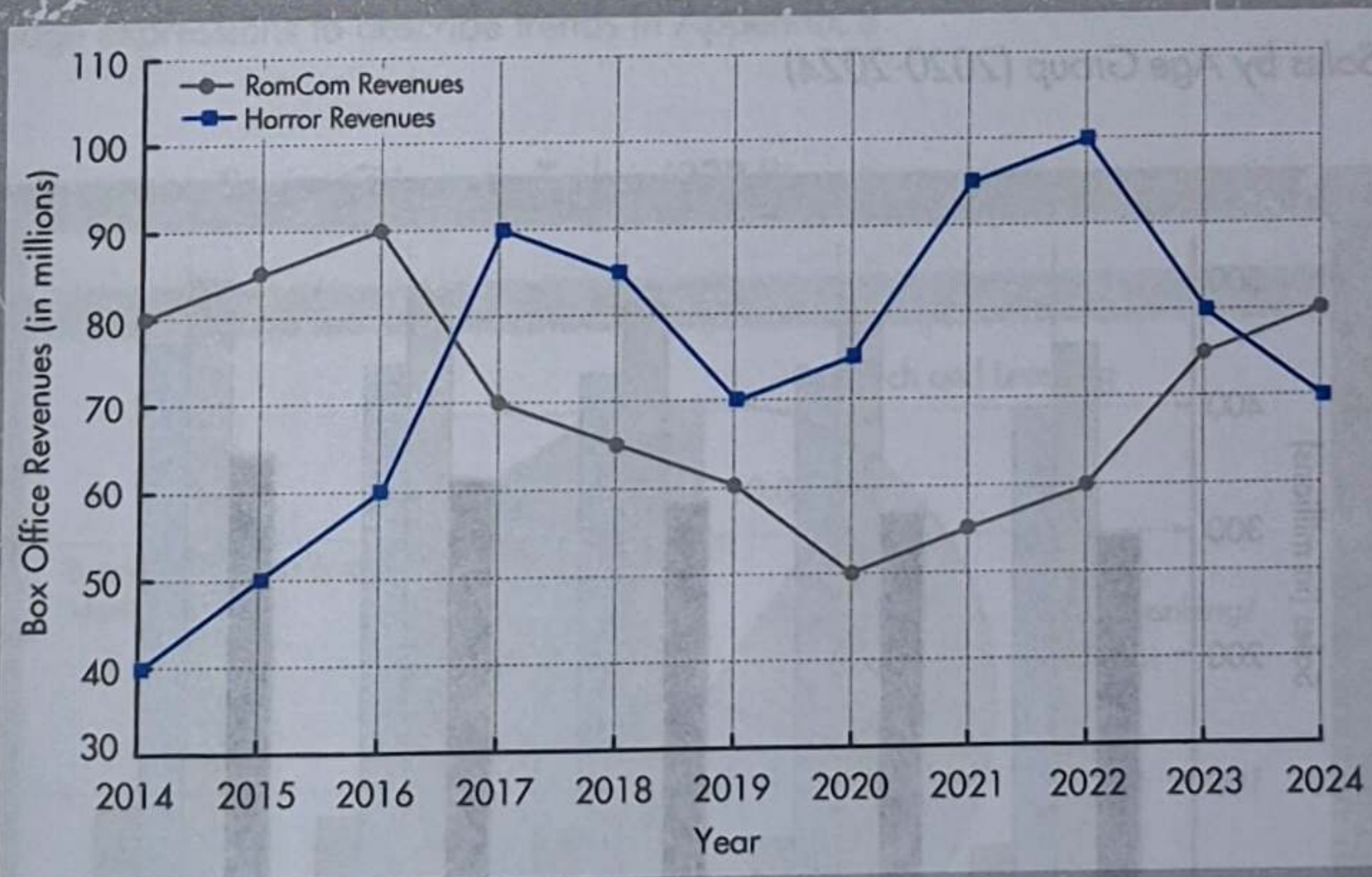
Pie Chart	• The pie chart illustrates the proportions of... • The largest/smallest segment represents... • A significant percentage of... • The chart is divided into... • The sections are labeled as... • This segment accounts for... • The pie is split into equal/unequal parts showing...
Table	• The table displays data on... • In the table, we can see that... • The figures in the table represent... • The most important numbers in the table are... • The table compares different values of... • The rows and columns outline the differences between... • The data in the table suggests that...

See Appendix 8 for a list of useful expressions for describing trends in visual representations.

TASK 25: Analyze the interpretation of a line graph below and underline specific language expressions used to describe the trends.

Figure 1

Romcom Vs. Horror Movie Box Office Revenues (2014-2024)



(CineMarket Research Group, 2024)

Here, I'd like to show you a line graph which I created based on the information I retrieved from CineMarket Research Group. This line graph compares the global box office revenues of romantic comedies (romcoms) and horror movies from 2014 to 2024, revealing distinct patterns in their performance over the decade.

Let's have a look at the Romcom revenues represented by the blue line first. The revenues started relatively strong, peaking in around 2016 at $90 million. However, as you can see, the genre experienced a steady decline over the next few years, reaching its lowest point in 2020. This drop could be due to a shift in audience preferences or fewer blockbuster romcom releases. And here, we can see that from 2020 onward, romcoms showed a gradual recovery, reaching $80 million in 2024, indicating renewed interest or successful releases toward the end of the period.

Next, we have horror movies represented by the gray line. Horror movies displayed a more dramatic rise in revenues, climbing steadily from 2014 and reaching a peak of $95 million in 2022. Looking at this line, we can understand that the genre experienced fluctuations, with sharp increases and declines throughout the decade. By 2024, horror revenues had dropped to $70 million, suggesting that the genre faced challenges in maintaining its earlier momentum and this could be due to oversaturation or changing trends.

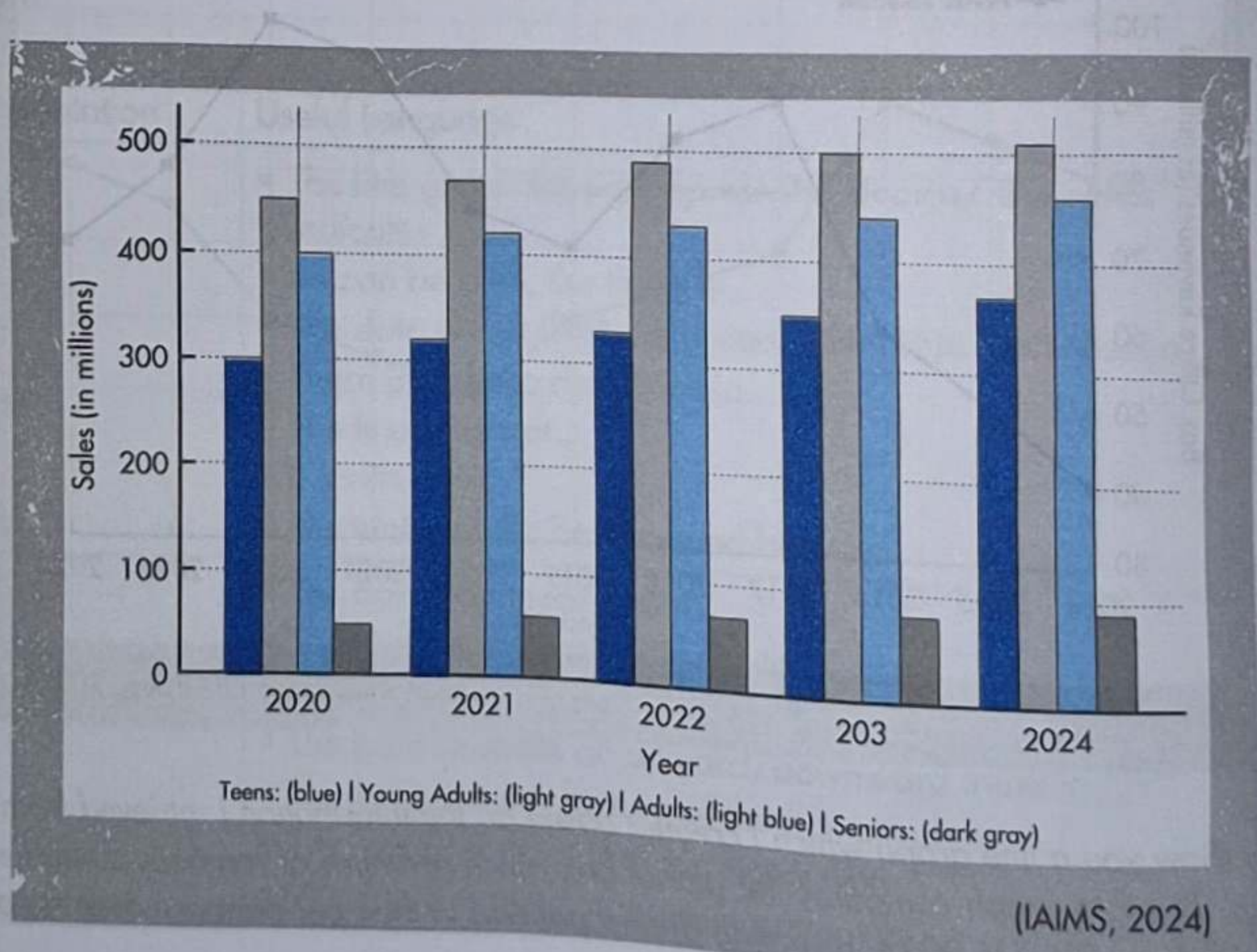
If we have a look at this particular point, we can see that both genres saw notable fluctuations around 2020. As you know this year marked the breakout of COVID-19, so we can say that the trend here was largely influenced by the COVID-19 pandemic. As theaters closed, moviegoers turned to streaming services, and the box office revenues of both romcoms and horror films were affected. Following the pandemic, the sharp rise in horror in 2021 suggests that audiences were eager for a return to theaters with new horror content, while romcoms slowly regained popularity.

Overall, this graph clearly illustrates my point: horror movies dominated the global box office throughout the decade, but romcoms showed resilience and potential for revival, particularly toward the end of the period.

TASK 26: Analyze the bar graph below. Then, match the information in Column A with the corresponding details in Column B to interpret the data.

Figure 2

Video Game Sales by Age Group (2020-2024)



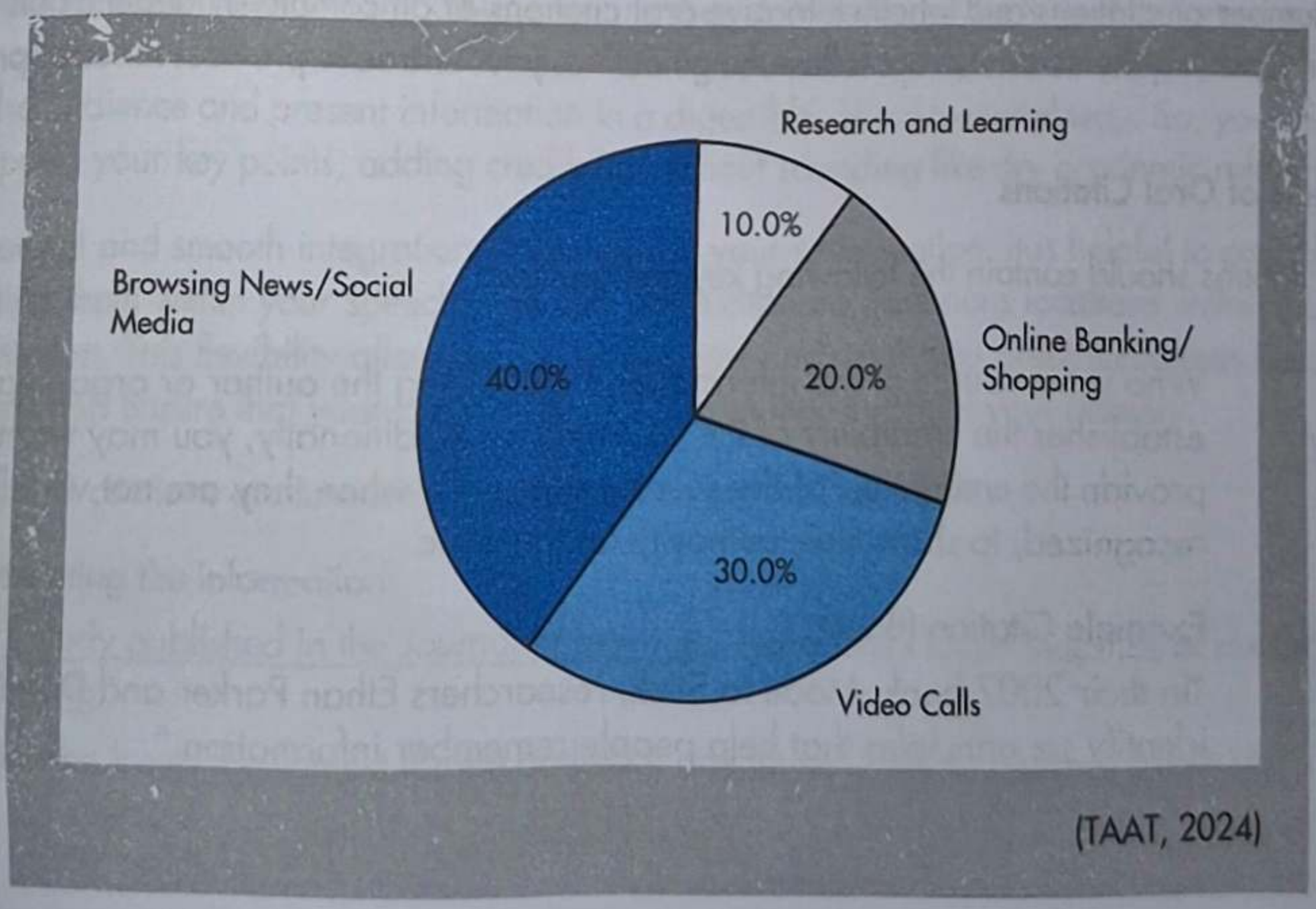
(IAIMS, 2024)

Column A	Column B
1. In 2022, adults reached	a. with the highest sales across all five years.
2. The dark gray column shows a steady rise,	b. the highest revenue of all groups, with 530 million dollars.
3. In 2024, young adults generated	c. from 50 million to 70 million by 2024.
4. The light blue column remained stable, showing	d. 440 million dollars in video game sales.
5. The blue column reached	e. a moderate growth of 20 million between 2021 and 2023.
6. Young Adults had their lowest revenue in 2020, but still	f. 70 million dollars from 2020 to 2024.
7. In 2023, adults' sales reached 450 million dollars,	g. starting from 50 million in 2020.
8. Teens' sales increased by	h. its peak at 370 million dollars in 2024.
9. Seniors' sales remained the lowest in every year, even though they grew	i. just 10 million more than the previous year, 2022.
10. The light gray column consistently represented the age group	j. exceeded 450 million dollars.

TASK 27: Study the pie chart below with your partner and fill in the gaps in its interpretation using the language expressions to describe trends in Appendix 8.

Figure 3

Screen Time Share among Senior Citizens in Turkey (2024)



(TAAT, 2024)



This pie chart presents the screen time distribution among senior citizens in Turkey in 2024, focusing on four key activities.

Let's start with browsing news and social media 1. _____ the blue segment. As you can see, this occupies 2. _____ at 40%, which indicates that many seniors use their screen time to stay connected with the world through social media platforms and online news sources. This 3. _____ video calls shown in the light blue segment and 4. _____. This shows that seniors use platforms like Skype, Zoom, or WhatsApp to stay in touch with family and friends, especially during times of physical distance. 5. _____ represents online banking/shopping and 20% is dedicated to this segment. From this information it is clear that a significant number of seniors engage in online financial transactions and shopping activities. Research and learning in white 6. _____ the final segment of this pie chart, and as you can see, 10% of screen time is devoted to activities like online research and reading articles on hobbies and interests.

This chart highlights the shift in how senior citizens are integrating digital tools into their daily lives, with social media and communication activities being dominant.

5. Oral Citations in Presentations

When you refer to someone else's thoughts, ideas, or words, it is crucial to give them credit to avoid plagiarism. This is where citations come in, which help validate your sources and improve your credibility as a speaker. Therefore, when creating your visuals/slides, you need to include written citations (in-text references of the sources you use) for any information that is not common knowledge or when using data, statistics, or testimony. However, you do not have to orally cite every single source you use during your presentation. Doing so can interrupt the flow of your speech and make your delivery feel less natural. Instead, emphasize sources orally when you need to acknowledge the source and highlight its relevance to your argument.

The use and number of citations and whether to give oral citations at all completely depends on the type of presentation and task requirements. Always follow the guidelines your instructor provides for each presentation.

Key Components of Oral Citations

Effective oral citations should contain the following key components:

Author/ Organization	Who is the source of the information? Identifying the author or organization establishes the credibility of the information. Additionally, you may want to provide the credentials of the source, especially when they are not widely recognized, to show their authority on the topic. **Example Citation (Book):** "In their 2007 book, Made to Stick, researchers Ethan Parker and Dan Heath identify six principles that help people remember information."

	Example Citation (Report): "According to a report published by UNESCO, global access to quality education has significantly improved, with an increase of 15% in enrollment rates for secondary education across developing countries."
Title	Where did the information come from? This can be a book, magazine, academic journal article, website, interview, etc. Example Citation (Article): "Based on an article titled Developmental Psychology of K12 Kids published in Science News, about one-third of the 100 children who participated in the study reported playing with imaginary friends." Example Citation (Website): "In his 2017 article, The Ethics of Eating Meat, Alberto Guibilini argues that, 'if people perceive vegetarianism as a position that allows for no exception, they are probably less likely to become vegetarian.'"
Date	When was the source published? If no date is available (for example, on a website), you should indicate the date the source was last updated or the date you accessed it. Example Citation (Interview): "In an interview conducted on September 1, 2017, Professor of Marketing Maria Jones said, 'I teach ethics in my classes by introducing students to different professional codes of ethics and then asking students to use these codes to analyze real-life scenarios.'"

Integrating Oral Citations Smoothly

It is important to integrate citations smoothly, ensuring they do not disrupt the flow of the presentation or distract your audience's focus. Unlike written discourse, which can be more formal and structured, oral discourse needs to engage the audience and present information in a digestible, conversational way. So, your citations should naturally support your key points, adding credibility without sounding like dry academic references.

To ensure natural and smooth integration of citations in your presentation, it is helpful to consider where and how to position them within your speech. You can place citations in various locations within the relevant part of the presentation. This flexibility allows you to adjust how and when you present citations based on the flow of your speech and ensure that your citations do not disrupt the rhythm of your delivery.

See how different citations are smoothly integrated into presentations below:

- **Before presenting the information:**
  "In a 2021 study published in the *Journal of Learning*, researchers found that 75% of students dislike public speaking."
  Why this works: It sets the context for the audience and immediately establishes credibility.

- Mid-sentence citation:
  "75% of students, as reported in a 2020 article in the *Journal of Learning*, dislike public speaking."
  Why this works: It doesn't disrupt the flow, and the citation adds value without sounding overly formal.
- End-of-sentence citation:
  "75% of students dislike public speaking, according to a 2020 article in the *Journal of Learning*."
  Why this works: The citation at the end reinforces the statement, while still allowing the information to feel natural.

Tips for Smooth Oral Citations

1. **Keep it simple and clear:** Long, complex citations can confuse the audience or disrupt the flow of the presentation. Aim for clarity and conciseness.
2. **Vary your citation style:** Avoid always citing the same way. Vary between citing at the beginning, middle, or end of sentences to maintain natural delivery.
3. **Practice natural delivery:** The more you practice incorporating citations smoothly, the less mechanical and more conversational they will feel.

TASK 20: Compare two versions of source acknowledgments – one with poor attribution and one with improved acknowledgment. Identify the problems in the poor version. Highlight the key improvements in the revised example and explain how they enhance credibility.

❶ → Poor Acknowledgement of the Source

Studies have shown that exercise is critical for mental health. Regular physical activity has been proven to reduce symptoms of anxiety and depression. Dr. Roberts emphasizes that exercise boosts endorphin levels, which help improve mood. Dr. Roberts also states that exercise can improve cognitive function, but we don't really know much more beyond that.

Why This is Problematic:

.....
.....
.....
.....

Revised Version

Studies have shown that exercise is critical for mental health. Regular physical activity has been proven to reduce symptoms of anxiety and depression. Dr. Roberts, a psychologist at the University of Health Sciences, emphasizes that exercise boosts endorphin levels, which play a key role in improving mood and reducing stress. Dr. Roberts, further states that regular exercise can enhance cognitive function, leading to better memory and focus.

Why This is Improved:

.....
.....
.....
.....

❷ → **Example with Disrupted Flow**

Today, I want to talk about the impact of social media on mental health. Studies have shown that excessive use of social media can lead to anxiety and depression. According to a 2021 study published in the Journal of Psychology, conducted by Dr. Emily Johnson, a renowned expert in mental health at Harvard University, the negative effects are especially noticeable among teenagers. It was reported that 45% of teens who spend more than 4 hours a day on social media platforms experience increased feelings of isolation and sadness. And this has become a growing concern.

Why This Distorts the Flow:

.....
.....
.....
.....
.....

Example with Smooth Integration

Today, I want to talk about the impact of social media on mental health. Studies have shown that excessive use of social media can lead to anxiety and depression, especially among teenagers. To support my point further, I would like to refer to a research from Dr. Emily Johnson at Harvard University. According to her findings, 45% of teens who spend more than 4 hours a day on social media platforms report feeling more isolated and sad. This is a growing concern, especially as social media continues to promote unrealistic beauty standards.

Why This Works:

.....
.....
.....
.....
.....

❸ → **Example with Disrupted Flow**

One of the biggest environmental issues today is plastic pollution. Plastic waste is accumulating in our oceans, and this is harming marine life. According to the World Wildlife Fund, about 8 million tons of plastic enter the oceans every year. This is extremely alarming because, as scientists like Dr. Laura Miller have pointed out in her 2020 article, published in the Environmental Studies Journal, this waste can take hundreds of years to decompose. In fact, Dr. Miller further explains that plastic debris can cause entanglement and ingestion among sea creatures, leading to fatalities. Additionally, a report by the UN Environment Program highlights how microplastics are now being found in the food chain. So, as you can see, plastic pollution is an urgent issue that requires immediate action.

Why This Distorts the Flow:

.....
.....
.....
.....
.....

Example with Smooth Integration

Plastic pollution is one of the most critical environmental challenges we face today, and it not only harms humans but also threatens marine life. Plastic debris can take hundreds of years to decompose, causing prolonged harm to marine ecosystems as Dr. Laura Miller explains in her 2020 article published in the Environmental Studies Journal. She also highlights that this waste often leads to entanglement and ingestion among sea creatures, resulting in fatalities. Adding to this, a report by the UN Environment Program reveals that microplastics from this debris are now entering the food chain, raising serious concerns about the broader impact on animal and human health. These insights emphasize the urgent need to address the growing problem of plastic pollution.

Why This Works:

.....
.....
.....
.....
.....

See Appendix 9 for Useful Expressions for Citing Sources Effectively

Reminder:

Refer to Appendix 10 for the document titled "Stages of a Presentation," which provides helpful tips and guidance for each stage of the presentation process.

Q&A ETIQUETTE

The presentation is over. And… it is time for questions!
This is where the real connection with your audience happens.

The Q&A session is not just about answering questions, it is about:

→ building a connection with your audience by addressing their thoughts and concerns,
→ encouraging interaction to make your presentation more engaging,
→ clarifying your key points and ensuring your message is understood,
→ demonstrating your expertise and confidence on the topic.

Preparation Tips

Anticipate questions: Think about potential questions and prepare answers. Review your presentation for possible areas of confusion.

Practice: Practice responding to different types of questions and refine your responses.

Be ready: Keep key points and any supporting materials accessible for quick reference

Response Tips

Listen actively: Focus on the question without interrupting. Acknowledge the speaker with a nod or smile.

Clarify: If a question is not clear, restate it in your own words to confirm understanding or ask for clarification.

Respond concisely: Answer directly, using clear and simple language. Refer back to your presentation or use examples to support your answer.

Handling Difficult Moments

When faced with challenging questions or comments, it is essential to remain composed and professional. Here are some specific approaches:

- Stay calm and do not react impulsively.
- Validate the person's point before offering a response. It shows you are open to discussion and not dismissive.
- Politely redirect back to the main focus if the question is off-topic.
- For example: *"That's an interesting point, but let's stick to today's topic."*
- Admit you do not know if the question is beyond your knowledge/the scope of your presentation. For example: *"I'll need to look into that and get back to you."*
- Maintain a professional tone and de-escalate the situation if the question/comment is hostile. For example: *"I see your concern. Let's discuss this further after the session."*---- No matter how hostile the question, maintain your posture and tone. A confident approach helps you stay in control.

Explore the tables below to familiarize yourself with common audience questions and the language you can use to respond to them appropriately and confidently.

What to Expect: Common Audience Questions

Clarification Questions
• Can you elaborate on …? • What do you mean by …? • Could you explain that last point again? • Can you clarify how this process works? • I didn't quite catch what you said about [specific detail]. Could you repeat it?
Extension Questions
• Can you provide another example of this?/What other examples could illustrate this concept?/ Are there any real-life examples of this in action? • Can this approach be applied to [specific field or scenario]?/How can we apply the information from your presentation to our daily lives? • How does this idea evolve when applied over time? • Could you share more data or research on this? • What would you recommend as the next step for someone interested in this topic? • How can we learn more about this subject?
Opinion-Based Questions
• What inspired you to choose this topic? • What's your personal take on this issue?/If you were in this situation, what would you do? • If you could improve one aspect of this, what would it be? • What challenges did you face while researching this?/Did you face any unexpected challenges in the research process? • What's the most surprising thing you discovered while working on this? • How has this topic influenced your own perspective?
Questions That Aim to Challenge the Speaker
• How would you respond to critics of this idea?/How would you address criticisms that contradict your findings? • What evidence supports your claim? • What are the limitations of your approach? • Are there any studies or evidence that disagree with this perspective? • What happens if your proposed solution fails?

How to Handle/Respond Effectively to Audience Questions

If you want to invite questions:	If you want to manage a silent audience:
I'd be happy/glad to take any questions now. *If you have any questions, feel free to ask.* *I'm open to any questions you might have.* *Let me know if you have any questions or need clarification.* *Please do not hesitate to ask if you have any questions.* *Let's open the floor for questions.* *If you would like me to elaborate on any point, please ask.*	*Feel free to take a moment to think.* *Maybe we can start with a general comment or thought from anyone?* *If no one has a question right away, let me share one that often comes up during discussions like this.* *How about we start with a quick reaction? Did anything surprise or interest you?*
If you do not hear the question:	**If you do not understand the question:**
Could you say that again please? *Could you repeat that/your question please?* *Sorry, I'm afraid I didn't catch that.* *Sorry, I couldn't quite catch your question, could you say that again please?* *Sorry, I couldn't hear that. Could you say it louder please?* *Sorry, I didn't hear the first/last part of your question.*	*Sorry, I didn't understand the question.* *Sorry, I don't really understand what you mean by. . .* *What did you mean by [term/concept]?* *Sorry, Can you put that another way?* *Could you rephrase the question?* *Sorry, could you repeat the question more slowly please?* *Could you explain [a specific point] in more detail?*
If you want to check for clarification:	**If you do not know the answer:**
(So,) do you mean. . .? *So your question is ...* *(So) if I understand your question correctly, you want to know. . .* *If I understand, what you want to know is. . . (Is that right?)* *Just to be clear, you are suggesting that. . .* *Correct me if I'm wrong, . . .* *Can I just be sure that I understand? So, you're saying that. . . .* *You are asking me if ...*	*I'm not sure what the answer to that is and I do not want to mislead anyone.* *Thank you for raising the question. But, I'm afraid. . .* */ Unfortunately, I do not know the answer.* *I don't have any (actual) data on that.* *I don't have the information right now, but I'd be happy to look into it and get back to you.*
If you want to emphasize you are giving a tentative answer:	**If the question is irrelevant/off topic:**
I'm no expert on this, but. . . *I didn't research this, but. . .* *I don't have any actual data on that, but...* *I'm not sure what the research says on this, but...* *I don't know what other people think about this, but I would probably say that. . .* *I can't give you an exact answer on that, I am afraid. But. . .*	*That's an interesting point, but let's stick to today's topic.* *That's a bit beyond the scope of this talk but my understanding is that basically....* *I think that's not closely related to my topic but....* *I don't think your question can be answered within the focus of my research.* *That's a valid question, but it's outside the scope of what we're discussing today. Let's focus on [the topic].*

If you want to answer later:	If you want to check whether your answer was satisfactory:
I'll have to think about that. If you give me your email address, I can get back to you.	*Does that answer your question?*
I'll look into that and get back to you.	*Is that what you wanted to know?*
It's time to finish for now, but I'd love to discuss this in person.	*I hope that answers your question.*
I'd be happy to explain it in more detail later.	*I hope it's clear now.*
I think you have raised an interesting point and it would be great if we could discuss it after the session, during the coffee break.	

If you want to acknowledge the question:
Ah, more interesting.
That's a good/interesting question.
Thank you for that very interesting/ great question.
What a thoughtful question! I'm glad you raised that point.

TASK 1: Q&A Battle

Step 1: Preparation

- Your teacher will divide the class into 4 groups and give each group their topics.
- Each pair of groups (Group 1 & 2, Group 3 & 4) will work on the same topic.
- Each group prepares questions / answers on their topic.
- Your goal is to ask questions that test the other group's ability to think, clarify, and respond effectively – just like in a real Q&A session after a presentation.

Step 2: The Battle

- Groups 1 & 2 and groups 3 & 4 sit together facing each other.
- One group member starts by asking a question to a member of the opposing group.
- The responder must:
  - Listen carefully
  - Clarify if needed
  - Respond confidently and concisely
- Then, it is the other group's turn to ask a question.
- Each group member should get at least one turn to ask and respond.

APPENDICES

APPENDIX 1

MODULE 1: NOTE-TAKING

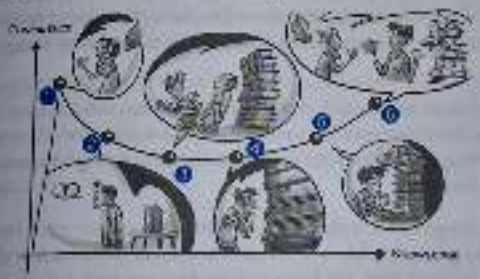
Task 2: Comprehension

1. Which of the concepts below can be linked to "the human juice robbery case" mentioned in the video? How?

a) Lack of confidence
b) Lack of knowledge
c) Lack of intelligence
d) High level of confidence
e) High level of knowledge
f) High level of intelligence

2. Explain the Dunning-Kruger Effect.

3. Match the stages in the graph taken from the video with the descriptions below. One description might be appropriate for more than one stage.



a) The more one perseveres and knows, the more confident they become.

b) The more one learns about a field, the less confident they become.

c) The more confident one is, the more they overestimate their knowledge.

d) The more one learns, the more overwhelmed they feel.

APPENDIX 2

PRESENTATION INPUT- 3.1. Introduction

Task 8: Sample Teasers

1. *Did you know that by 2050, the global demand for meat is projected to increase by 70%? Yet, livestock production already contributes to 14.5% of all greenhouse gas emissions. Our planet is being pushed to its limits, and traditional farming may not be sustainable for future generations. Enter cultured meat, a revolutionary solution that could reduce our environmental footprint while still meeting the world's protein needs.*

2. What if I told you the future of meat doesn't require animals at all? No grazing pastures, no slaughterhouses, just perfectly tender steaks grown in a lab. It sounds like something from a sci-fi novel, but cultured meat is already being produced, and it has the potential to transform the entire food industry.

3. *As Winston Churchill once predicted in 1931, 'We shall escape the absurdity of growing a whole chicken in order to eat the breast or wing, by growing these parts separately under a suitable medium.' Nearly 100 years later, his vision is becoming a reality through cultured meat. Today, we stand at the brink of a food revolution that could forever change how we think about meat production.*

4. *[Shows an image of a dense cattle farm contrasted with a sterile lab environment.] "What you see here represents two ways of feeding the world. On the left, the traditional method of raising livestock, responsible for land degradation, water pollution, and greenhouse gas emissions. On the right, cultured meat—a solution grown in labs that might hold the key to a more sustainable future. Today, we're going to explore the incredible potential of cultured meat.*

5. *Ever wondered what it would be like if cows could strike back? With cultured meat, they won't have to! No more herds on the run. Jokes aside, the rise of cultured meat is not just a quirky lab experiment—it's a real, sustainable answer to some of our planet's biggest problems. Let's talk about how this cutting-edge science might just save your next steak and the environment.*

6. Picture this: It's 2035, and you're grilling burgers at a barbecue. But these burgers didn't come from a cow, nor did they require a farm. They were grown in a lab, with no harm to animals and a fraction of the environmental impact. Sounds too good to be true? Well, this future is closer than you think. Let's dive into how cultured meat is making this scenario a reality.

APPENDIX 3

PRESENTATION INPUT- 3.1. Introduction

Task 9: Sample Introductions (Cultured Meat)

Sample Introduction 1: *Good morning. Thank you all for being here today. It's an honor to share with you a topic that I believe will significantly shape the future of our food systems. As Winston Churchill once predicted in 1931, 'We shall escape the absurdity of growing a whole chicken in order to eat the breast or wing, by growing these parts separately under a suitable medium.' Nearly 100 years later, his vision is becoming a reality through cultured meat. Today, we stand at the brink of a food revolution that could forever change how we think about meat production. The focus of my presentation today is cultured meat as an innovative development in the food industry. By the end of this 20 minute presentation, I hope you'll have a better understanding of how cultured meat could revolutionize the way we produce and consume meat, and what this means for our future.*

Sample Introduction 2: *Picture this: a world where we no longer need to rely on traditional farming to produce the meat we consume. Imagine being able to enjoy your favorite burger or steak without contributing to environmental degradation or animal suffering. This might sound like something out of a sci-fi novel, but it's becoming a reality through cultured meat. Good morning, everyone. My name is Amy, and I'm a third-year food engineering student at Brightview University. I'm excited to share with you today a topic that's transforming the way we think about food production. In this presentation, I'll be discussing cultured meat—a groundbreaking advancement in the food industry. First, I'll explain what its implications might be for the food industry, and then for our everyday lives.*

Sample Introduction 3: *Good afternoon, everyone. Today, I'll be talking about cultured meat—a revolutionary innovation that's poised to transform the way we think about food. The production of meat without traditional animal farming is not just a vision for the future; it's happening now, and it has the potential to address some of the most pressing issues of our time, from environmental sustainability to animal welfare. Let's get started!*

APPENDIX 4

PRESENTATION INPUT- 3.1. Introduction

Task 10: Sample Introductions

Introduction 1: *You and I are not very different from this flower. Just like this flower is unique, you are unique. All of us have something special that makes us as beautiful. Do you know what makes you special? Now the answer to that can be a little difficult to find, because sometimes life has a cruel way of picking out your petals, breaking you in two and throwing you into the trash. Now when you're broken, it's very difficult to feel special. Mr Contest Chair, my fellow flowers. I can remember the first time …*

Introduction 2: *As a teenager there's only one thing that I feel truly confident calling myself an expert on… lying. What? Come on, did you really think I was going to talk about tax law for 10 minutes? No, I lied. Something that I do quite often and well, if I do say so myself quite well. No big lies, though. Just, um, just little white lies, you know stuff like saying uh I'll only have one cookie or I'll be there in 5 minutes or I wore pants during online tournaments, you know lies. But the thing is, I learned all of these lies from the people in my life, you know, I learned to lie and say I'll only have one cookie from my dad I learned to lie and say I'll be there in 5 minutes from my mom and I learned to lie and say I love you from both of them. But it is not just me who lies and it's not even just teenagers who lie, it's everyone from children to parents to Democrats to Republicans to judges who don't give me the one, everybody lies. And yet for something so common in the world around us, lying is dangerously unobserved. So let's observe it first by looking at the neurological processes behind lying, then analyzing the ethics of lying, and finally by taking a deep dive into the dystopian dumpster fire that is our world, and looking at all the lying around us.*

Introduction 3: *I was backstage listening to Matra, beautiful speech…but there was only one thing that was going in my mind. I wish I had his hair. Matra you got to tell me the conditioner you use bro, like to get some hair out. But he talked about a very important theme…how to be a gift to the world. I'm going to ask you a more important question: what if you can't? What if you are in fact a burden to the world? I could relate with that, because for the first 18 years of my life, I was a burden to everybody. I was a burden to society, I was a burden to my family, I was a burden to my country. How do you go from being a burden to a gift? That's what I'm here to share with you today, through my life…*

Introduction 4: *Good morning. How are you? It's been great, hasn't it? I've been blown away by the whole thing. In fact, I'm leaving. Tthere have been three themes running through the conference, which are relevant to what I want to talk about. One is the extraordinary evidence of human creativity in all of the presentations that we've had and in all of the people here; just the variety of it and the range of it. The second is that it's put us in a place where we have no idea what's going to happen in terms of the future. No idea…how this may play out. I have an interest in education. Actually, what I find is, everybody has an interest in education, don't you? I find this very interesting. If you're at a dinner party, and you say you work in education. Actually, you're not often at dinner parties, frankly. If you work in education, you're not asked. And you're never asked back, curiously. That's strange to me. But if you are, and you say to somebody, you know, they say, "What do you do?" and you say you work in education, you can see the blood run from their face. They're like, "Oh my God. Why me?" "My one night out all week." But if you ask about their education, they pin you to the wall, because it's one of those things that goes deep with*

people, am I right? Like religion and money and other things. So I have a big interest in education, and I think we all do. We have a huge vested interest in it, partly because it's education that's meant to take us into this future that we can't grasp. If you think of it, children starting school this year will be retiring in 2065. Nobody has a clue, despite all the expertise that's been on parade for the past four days, what the world will look like in five years' time.

Introduction 5: *Hello my name is Liz Wallace and today I'm going to be presenting on a cultural shift in Madagascar and how that's affected lemur conservation efforts there.*

Introduction 6: *Good morning everyone, my name is Brenda. I'm a sophomore studying computer science and economics here and I'm excited to present my research from this quarter to you on fighting tech addiction. I wanted to start us off with a couple of quick questions, though. What was the first thing you did when you woke up this morning? Right, so if you're like 60% of Americans, you checked your phone within five minutes of waking up this morning. Here's another one: Think back to the last social event you went to. Did you check your phone? 89% of Americans report using their phones during their last social interaction and something that's even crazier than that 82% claim that it deteriorated the conversation. So clearly we can sense that there's something going on where our cell phone usage is coming in the way of our conversations, but we aren't able to do anything to stop it. This leads me to my main research question for today. Is tech addiction a real problem and if so what should we be doing to fix it? So, in today's talk, I'm gonna walk you guys through the main three points of my argument. First of all, establishing that tech addiction is a real problem with real consequences, then talking about specific design choices that the creators need to be making in order to curb its effects, and finally thinking about ways that we can incentivize these changes to occur. So let's get started.*

APPENDIX 5

PRESENTATION INPUT- 3.3. Conclusion

Task 20: Sample Concluding Strategies

1. Call to Action: Cultured meat isn't just a concept for the future—it's happening right now. And it needs our support to scale and make a meaningful impact. As consumers, we have the power to drive this change. So, I urge you to explore, try, and advocate for sustainable food options like cultured meat. And together, we can push for a more ethical, environmentally friendly food system.

2. Reflective Question: *As you leave today, ask yourself: What if the future of meat doesn't come from animals but from a lab? What changes would that bring to the way we live, eat, and think about food?*

3. Reference to Introduction: *As I mentioned at the beginning of this presentation, my journey into the world of cultured meat began during a family dinner when my young niece asked where her hamburger came from. Her innocent question made me realize the importance of understanding our food sources and the impact they have on our planet. This brings me to the quote I shared earlier by the renowned food scientist Dr. Mark Post: 'Cultured meat represents a fundamental shift in how we think about food.*

4. Recommendation: After learning about the incredible benefits of cultured meat, I encourage you to follow the developments in this industry closely. When these products hit the shelves, try them for yourself. You'll be contributing not just to your own well-being, but to a global shift towards more sustainable and humane food practices. This is more than a trend—it's a responsible choice for the future.

5. Final Connection to Common Relationships, Beliefs, Interests, or Opinions: We all share a common desire for a healthier planet and a better future for the next generation. Whether we're environmentalists, food enthusiasts, or simply people who care about animal welfare, cultured meat brings together our shared values. It offers a path forward that aligns with our collective interest in sustainability, health, and ethical choices. Together, we can make this vision a reality.

6. Unusual Fact: Here's something most people don't know: The first cultured hamburger cost around $330,000 to produce. Today, that same burger can be made for less than $10. This dramatic reduction in cost shows just how far we've come in a short time. What was once a distant dream is rapidly becoming an affordable, scalable reality—one that could reshape our entire food industry.

APPENDIX 6

PRESENTATION INPUT- 3.3. Conclusion

Task 21: Sample Conclusions (Cultured Meat)

Sample Conclusion 1: *As we've explored today, cultured meat represents a groundbreaking shift in our food systems, bringing with it numerous benefits for the environment, animal welfare. From understanding the science behind its production to recognizing the challenges we still face, it's clear that this innovation has the potential to redefine meat consumption in a sustainable way. Remember Winston Churchill's vision of growing meat more efficiently and ethically; it is not just a dream anymore, but a tangible reality. Thank you all for your attention and engagement. I truly appreciate the opportunity to share this important topic with you.*

Sample Conclusion 2: *Today, we've explored the exciting world of cultured meat, by defining its boundaries and its implications both for the industry and individuals. This innovative approach to food production is not just a concept for the future; it is already taking shape, offering us a chance to change how we think about meat consumption. Thank you for joining me in this exploration of a topic that has the power to change our lives for the better. For further information, you might want to refer to these sources that I used in my presentation. Now, I invite any questions you may have.*

Sample Conclusion 3: *Thank you all for your time and interest. Cultured meat is an exciting topic that holds significant promise for the future of food production. Now, I would like to welcome your questions.*

APPENDIX 7

PRESENTATION INPUT- 3.3. Conclusion

Task 22: Sample Conclusions

Conclusion 1: *What I think it comes to is this: Al Gore spoke the other night about ecology and the revolution that was triggered by Rachel Carson. I believe our only hope for the future is to adopt a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity. Our education system has mined our minds in the way that we strip-mine the earth for a particular commodity. And for the future, it won't serve us. We have to rethink the fundamental principles on which we're educating our children. There was a wonderful quote by Jonas Salk, who said, "If all the insects were to disappear from the Earth, within 50 years, all life on Earth would end. If all human beings disappeared from the Earth, within 50 years, all forms of life would flourish." And he's right. What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely, and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, so they can face this future. By the way -- we may not see this future, but they will. And our job is to help them make something of it. Thank you very much.*

Conclusion 2: *And so why does this matter? I think that this is important for two reasons: the first is that I think it is critical to continue to demonstrate to the West the power and agency of Arab and Muslim women to show that Arab and Muslim women have a voice and opinion, and they know how to use it. And second, I think it's important to move the scholarly conversation surrounding this issue into postmodern feminist terms not only because it's simply the more effective way to discuss Moroccan women link Moroccan women's language use, but also because it will facilitate scholarly conversation across cultures. There's still a lot of research and work that needs to be done in this field. I had many questions that I was unable to answer but I believe that by shifting this work, the important work that has been done by a Sunni and Siddiqui and others on the issue of gender and language in Morocco into postmodern feminist terms, these scholars can more easily draw upon and engage with work that is being done across the world, because dialogue is always easy easier with a shared lens and language. So, when I first gave my research proposal, I said that I wanted to dismantle images of women, Arab women, as silent and oppressed victims by using their own language and I hope that today, I have done not only that but have also added my own voice to the advancement of this discourse. Thank you.*

Conclusion 3: *None of these problems are going to be addressed until the quality of life for the Malagi is dramatically improved. It's no wonder that someone would put a plate of lemur on their family dinner table if that's the only kind of protein they can afford. By the time the children of Madagascar are grown up, it's very possible that lemurs will no longer exist. And many species of lemur today are in the double digits. Not only when lemurs go extinct will the world lose an incredible piece of biodiversity, the Malagi people will lose a tremendous part of their culture. So, in the words of Dr. Patricia Wright and her book "For the Love of Lemur", only together can we save the Lemurs and the wildlife into the future. Thank you.*

APPENDIX 8

PRESENTATION INPUT- 4.4. Describing Graphs

Useful Expressions for Describing Trends in Visual Representations

Type of Trend	Language and Expressions
Increase	The graph shows a significant increase in... There was a sharp rise in... We can observe a steady upward trend in... The data illustrates a gradual increase in... There has been a considerable growth in... The number/percentage has surged to... The figure has climbed steadily since... The trend has been moving upwards...
Decrease	The graph indicates a significant decrease in... There was a sharp decline in... We can see a steady downward trend in... The data shows a gradual decrease in... There has been a noticeable drop in... The number/percentage has plummeted to... The figure has fallen steadily since... The trend has been moving downwards...
Fluctuation	The graph reveals considerable fluctuations in... There have been several peaks and troughs in... The data shows erratic changes in... We can observe a series of fluctuations in... The trend has been quite volatile, with frequent rises and falls... The number/percentage has varied significantly over the period... The figure shows inconsistent movements... The trend displays periodic fluctuations...
No Change	The graph indicates little to no change in... The trend has remained stable at... We can see a consistent pattern in... The data shows a plateau in... There has been negligible variation in... The number/percentage has held steady at... The figure remains constant over the period... The trend shows no significant deviation... The trend displays periodic fluctuations...

APPENDIX 9

PRESENTATION INPUT- 5. Oral Citations in Presentations

Useful Expressions for Citing Sources Effectively

Category	Examples
Introducing the Source & Providing Context	[Author/ Organization] explains/ argues/ highlights/ reports/ states that...
	As explained/ argued/ highlighted/ reported/ stated by [Author/Organization]...
	Based on the findings of [Author/Organization],...
	According to [Author/Organization] ...
	According to a [Year] study by [Author/Organization],...
	According to a [Year] survey conducted by [Author/Organization]...
	Research by [Author/Organization] suggests...
	In their [Year] research, [Author] highlights...
	A recent study by [Author/Organization] found that...
	A recent study published in [Source] found that...
	In a study conducted by [Author/Organization]...
	In a study published in [Year]...
	A report from [Source] dated [Year] indicates...
	In a [Year] report from [Organization]...
	In a report published by [Organization], it was found that...
	[Author/Organization], a leading expert in [field], suggests that...
	[Author], a professor at [University], explains that...
Referring to Articles or Books	In the book [Title], [Author] discusses...
	[Title], a research paper by [Author], reveals...
	In a recent article published by [Organization]...
	As discussed in the article '[Title]' by [Author]...
	[Author] argues in their article/book [Title] that...
	In an article titled [Title]...
	As outlined by [Author] in their book/article...
Citing Websites or Online Articles	According to an article on [Website Name]...
	A report on [Website Name] states that...
	As mentioned in an online article published by [Website],...
	[Author] from [Website] explains...

Citing Interviews or Personal Communication	In an interview with [Name], a [Title], it was mentioned that... As [Name], a [Title] at [Organization], explained in an interview... [Name], an expert in [field], stated in a conversation that... According to [Name], during an interview on [Date]...
Citing Statistics or Data	Statistics from [Organization] show that... According to data collected by [Organization],... Data from [Organization] shows... [Author/Organization] reports that [X]% of [group]... [Author/Organization] presents evidence that...
Referencing Multiple Sources or Studies	Both [Author/Organization] and [Author/Organization] agree that... Studies by [Author] and [Author] both highlight that... Research conducted by [Author/Organization] and other experts in the field, such as [Author], demonstrates... According to both [Author/Organization] and recent findings from [Author],...

APPENDIX 10

PRESENTATION INPUT

Stages of a Presentation: Helpful Tips

1. PREPARATION

The planning stage is essential for building a strong foundation for your presentation. It's the time to define your purpose, outline key points, and tailor your content to the audience. A well-thought-out plan ensures your presentation is clear, focused, and impactful, helping you communicate your message effectively and confidently.

Define Your Purpose

- Clearly identify the primary goal of your presentation by asking yourself what the audience will get out of your presentation (based on the guidelines). Knowing your purpose will guide your content selection and presentation style.

Choose a Relevant Topic

- Ensure that the topic aligns with your presentation's purpose and is manageable within your time constraints.

Research Thoroughly

- Gather credible information and resources to support your content.
- Use a variety of sources (books, articles, interviews, etc.) to provide depth and credibility to your presentation.

Outline Your Content

- Create a structured outline that includes an introduction, body, and conclusion.
- Organize main points and supporting details logically to ensure a smooth flow.

Develop Engaging Visuals

- Plan to use visual aids (slides, charts, videos) that enhance understanding and retention.
- Keep visuals clear, relevant, and uncluttered to avoid distracting the audience.

Rehearse Your Delivery

- Practice your presentation multiple times to build confidence and familiarity with the material.
- Rehearse in front of a mirror, record yourself, or present to a friend for feedback.

Avoid Memorization

- Instead of full scripts, you might want to prepare small note cards that include the main ideas and key points (munbers, names, dates, etc.) and other details to help you keep track of the presentation. Remember that memorizing written discourse often results in stiff, unnatural delivery.

Manage Time Effectively

- Be mindful of the allotted time for your presentation. Aim to fit your content within this timeframe while allowing time for questions or discussion.

Prepare for Questions

- Anticipate potential questions from the audience.
- Consider including a Q&A section in your presentation to address audience inquiries and encourage engagement.

Check Technical Requirements

- Ensure all necessary technology (projectors, microphones, laptops) is working and compatible with your presentation materials.
- Familiarize yourself with the venue's technical setup to avoid last-minute issues.

2. EXECUTION

The execution stage is where all your planning and preparation come together. By following these tips, you can deliver effective, engaging, and memorable presentations that leave a lasting impact on your audience and effectively convey your message.

Arrive Early

- Get to the venue early to familiarize yourself with the space, set up your materials, and test any equipment. This allows you to address any technical issues before the audience arrives.

Handle Nervousness

- Take slow, deep breaths to calm your nerves before and during the presentation.
- Focus on the message, not yourself: Concentrate on delivering the message to your audience rather than worrying about how you appear.
- Have a backup plan: Prepare for technical difficulties or unexpected questions to feel more in control.

Maintain Successful Delivery

- Speak clearly and at a moderate pace. Take your time to articulate each point clearly.
- Maintain eye contact: Engage with different sections of your audience to create a connection.
- Use natural gestures to emphasize points and avoid standing in one place; move with purpose.
- Be mindful of body language: Stand confidently, with open posture, and avoid distracting movements.
- Utilize pauses to emphasize important points, give the audience time to absorb information, and gather your thoughts. Avoid filler words like "um" or "uh" during pauses; silence can be powerful.

Avoid Reading from Your Notes/Slides

- Check notes occasionally to keep track of the flow of ideas without losing eye contact with the audience
- Rely on your knowledge and preparation as having command over your presentation and not reading notes/slides will increase your credibility.

Stay Focused on Key Messages

- Emphasize key messages to reinforce understanding and retention.

Adapt to Audience Reactions (Immediate Feedback)

- Pay attention to the audience's body language and reactions. Adjust your delivery if they seem disengaged or confused.
- Be flexible and willing to change your approach based on audience feedback.

Handle Questions Confidently

- If you receive questions, listen carefully and respond thoughtfully. If you do not know an answer, it is okay to admit it and offer to follow up later.

3. REFLECTION

The reflection stage is key for improving as a presenter. By self-evaluating, getting feedback, and planning for growth, presenters can enhance their skills and deliver even more effective presentations in the future.

Evaluate Your Performance (see self evaluation checklist)

- Think about the main lessons learned from the experience, including what worked well and areas for improvement.
- Reflect on aspects like clarity of delivery, use of visuals, time management, content, organisation and overall effectiveness of the presentation.

Analyze Audience Reactions

- Reflect on the audience's body language, engagement level, and responses/reactions during the presentation.
- Consider what aspects connected with/appealed to them and what may have led to disengagement.

Plan for Improvement

- Based on your reflections and feedback, set specific goals for your next presentation, such as improving body language or enhancing visuals.

Continue Learning

- Use each presentation as a learning opportunity. Stay open to new techniques, strategies, and feedback that can enhance your skills.
- Watch your peers' presentations or different presentations available online and evaluate them critically to derive lessons for yourself.

APPENDIX 11

PRONUNCIATION BITE 1

Same Spelling, Different Sound – Homographs

English has many words where the **pronunciation** changes depending on whether the word is used as a noun or a verb. In fact, these changes can be so distinct that the word may sound **completely different,** as if it were a new word, even though the spelling remains the same. These words that look the same but change meaning depending on how they are used are called homographs. Now, explore how they work to prevent misunderstandings in spoken English.

Task 1: Watch the video using the QR code and focus on the changes in pronunciation in the noun-verb pairs given in the sample sentences. As you watch, fill in the table below by identifying which word is used as a noun and which one as a verb in each sentence. Additionally, include clues that aid in identifying whether the word is a noun or a verb.

Word	1st sentence	2nd sentence	Clue
1. record			
2. present			
3. rebel			
4. desert			
5. refuse			
6. reject			
7. object			
8. contract			
9. wind			
10. lead			

APPENDIX 12

PRONUNCIATION BITE 2

Homonyms & Homophones

Homonyms are words that sound the same or are spelled the same—but have different meanings.

Example:

* bat (an animal) / bat (used in sports) — same spelling & pronunciation, different meanings.

Homophones are a type of homonym. They are words that sound the same, but have different spellings and meanings. Context is key to understanding them, especially in spoken English.

Example:

* flower (a plant) / flour (used in baking)

In spoken English, homophones can cause misunderstandings if we are not careful with context.

Task 1: Listening & Note-Taking

Scan the QR code to watch a video about the platypus and take notes. Then, fill out the table below by identifying the homophones used, their correct spelling, and the clues that helped you decide. The first one is given as an example.

Word	Homophone Pair	Context Clue
bear	bear/bare	doesn't bear babies, lays eggs

APPENDIX 13

PRONUNCIATION BITE 3

What is in a Word? Sounds and Origins

English is a blend of languages. Although modern English is mainly a Germanic language, it has adopted thousands of words from Latin and Greek, particularly in academic, scientific, and technical areas. As a result, words from various origins adhere to different pronunciation rules. Recognizing these patterns can assist you in predicting pronunciation, even for unfamiliar words.

Common Pronunciation Patterns by Word Origin

Listening: A Language of Layers

Scan the QR code and watch a video about how English pronunciation reflects its history of borrowing from Greek, Latin, and Germanic languages. Then, with your partner, answer the questions below.

1. What kind of sounds are usually found in Greek-origin words?
2. How does Latin affect the way we pronounce 'c' and 'g'?
3. What characterizes the sounds of Germanic words?

Now, study the common pronunciation patterns below and do the tasks that follow.

Common Pronunciation Patterns by Word Origin

Language Origin	Common Sound Patterns	Examples
Greek	'ph' = /f/ sound	philosophy, physics, phenomenon
Greek	'ch' = /k/ sound	chaos, chorus, chemistry
Greek	Long vowel sounds in many academic words	theory, idea, psyche
Latin	Soft 'c' before e, i, y → /s/ sound	census, city, cycle
Latin	Soft 'g' before e, i, y → /dʒ/ sound	gentle, giant, gesture
Latin	'tion' pronounced as /ʃən/	nation, relation, action
Germanic	Hard 'c' and 'g' sounds	cat, goat, give
Germanic	Strong consonants & short vowels	fast, king, strong, house
Germanic	Simple syllable structure	eat, bring, walk

Task 1: Spot the Pattern

Look at the following words. Based on their pronunciation pattern, can you guess whether they come from Greek, Latin, or Germanic?

1. photo _____
2. circle _____
3. knight _____
4. chaos _____
5. liberation _____
6. thought _____
7. psychology _____

Task 2: Find the Odd One Out

In each group, one word does not follow the pronunciation pattern. Identify the odd one out and explain why.

1. chemistry – chaos – chorus – champion
2. cycle – century – giant – census
3. strong – night – right – slight

Task 3: Predict & Pronounce

Based on the patterns you have learned, try to predict the pronunciation of these words and practice saying them out loud with your partner. Do not check the table for tips!

1. philanthropy
2. generate
3. cynical
4. geology
5. thoughtful

APPENDIX 14

PRONUNCIATION BITE 4

Commonly Mispronounced Words – Avoid the Traps!

English spelling is famously unreliable when it comes to pronunciation, because it borrows heavily from other languages, and it has not always updated its spelling to reflect how we actually speak. This means you will often find words that look one way and sound completely different. Learning these patterns—and the exceptions—can help you avoid common traps and sound more confident when speaking.

Words you have probably seen, heard, and maybe mispronounced:

Word	Why It is Tricky
colonel	Sounds like "kernel"; French origin
comfortable	Two syllables drop when spoken fast
choir	Not "choy-er"
Wednesday	Silent /d/ just two syllables
debt	Silent /b/ from Latin
receipt	Silent /p/
subtle	Silent /b/
salmon	Silent /l/
gauge	French origin again
genre	Another tricky French import

Quick Tip: Look for Silent Letters

Silent letters are often a clue that a word is borrowed from Latin or French. Once you spot a silent "b," "p," or "l," you will know to listen for something simpler than what is written!

Before moving on to the task, take a moment to think about what the words in the table have in common. Here are a few things to watch out for:

- Silent letters like /b/, /l/, /p/, or /s/ (e.g., subtle, salmon, debt)
- Foreign origins, especially French or Latin, which often break spelling-sound rules (e.g., colonel, genre)
- Reduced syllables or spoken contractions in everyday speech (e.g., comfortable, Wednesday)

Keep these in mind as you try to guess the pronunciation of the new words in the sentences that follow. They are not the same words, but they follow similar confusing patterns.

Task 1: Predict the Pronunciation

Guess the correct pronunciation of the tricky words in the following sentences. You can make use of the table and the tips above. Then, watch the video using the QR code to check your answers. As you watch the video, pay attention to where the pronunciation differs most from the spelling. Was your prediction close?

She walked nervously down the aisle, her heels clicking against the marble floor as the entire room turned to watch.

After the pipe burst in the kitchen, we had to call a plumber, who arrived within the hour carrying a full toolbox and a reassuring smile.

He served in the Peace Corps for two years, working in rural communities and learning more about cross-cultural communication than any textbook could offer.

Although he had never seen a ballet before, he was mesmerized by the dancers' grace and strength as they moved effortlessly across the stage.

She found her niche in eco-friendly design, combining creativity and sustainability to carve out a unique space in a competitive market.

APPENDIX 15

PRONUNCIATION BITE 5

Connected Speech

Lead-in: Watch the video using the QR code and answer the following questions:

1. Which words had reduced or weak sounds?
2. Which sounds were omitted?
3. Which sounds were added?
   a. *He must have been at work all day.*
   b. *What are you going to do about it?*
   c. *Can I have a bit of that?*
   d. *I should have told you earlier.*
4. How do these changes help speakers talk more naturally and fluently?

For natural and fluent communication, words in spoken English often merge together, creating a smooth and connected flow. This blending of sounds, known as connected speech, makes conversations sound more relaxed and less mechanical.

These elements distinguish spoken English from written language, making it more fluid and expressive.

Key Pronunciation Features

Feature	Explanation	Examples
Weak Forms	Some function words (e.g., and, to, of, have, can) are pronounced in a weaker, unstressed way in natural speech.	*I can do it* → ('can' is weak) *You should have told me* → ('have' is weak) *I want to go* → ('to' is weak) *A cup of tea* → ('of' is weak)
Sound Dropping	A sound (often /t/ or /d/) is omitted to make pronunciation smoother.	Next day → ('t' is dropped) I don't know → ('t' is dropped) Bits and pieces → ('d' is dropped from "and") Let me go / Let me see → ('t' is dropped)
Sound Adding	Extra sound (/w/, /r/, or /j/) is added between two vowel sounds to make speech smooth-er.	Go on → ('w' is inserted) Move on → ('w' is inserted) Go out → (smooth transition between vowels)

Task 1: Real-World Examples: Using the QR code below, watch the video and identify examples of connected speech. Take notes and compare with your partner.

Connected speech is not just a feature of everyday conversation; it's also essential in more formal contexts, such as discussions and presentations. When you are delivering signposting expressions—such as introducing new points, emphasizing key ideas, or summarizing—it is important to use connected speech to ensure your speech sounds fluid and engaging. By blending words together naturally, you will create a more polished and professional delivery, making your ideas clearer and more compelling to your audience. This connection between fluent speech and effective communication is key, not only for casual dialogue but also for making your discussions and presentations impactful.

Task 2: Using the QR code, watch the video and listen carefully to each sentence as the speaker uses signposting expressions in the sample sentences. Pay close attention to how words are blended together naturally, showing features of connected speech.

Underline or note down the parts where you notice:

- Weak forms (e.g., "to," "of," "and" being reduced)
- Sound dropping (e.g., missing consonants)
- Sound linking or adding (e.g., words joining together)

1. So, if I'm not mistaken, you're saying that cultural differences play a major role in workplace communication. Let me see if I understood you correctly.
2. That's an interesting point about leadership styles. Let me expand on it with an example from a well-known company.
3. Your observation about the impact of technology is insightful. I can add to that by mentioning how AI is reshaping the job market.
4. So far, we have talked about the benefits of remote work. What about the theme of work-life balance?
5. Your question about cultural expectations in interviews is very relevant. You have brought up a good side point, but for now, let's stick to the main topic of non-verbal communication.
6. We touched on the challenges of public speaking at the beginning. Referring back to what we have discussed earlier, confidence-building techniques can make a real difference.
7. Before we move on to the next section, let's summarize briefly what we have looked at so far.

Task 3: Practice saying the sentences below out loud, focusing on using natural connected speech.

1. You mentioned that effective teamwork depends on trust. Could you elaborate on that?
2. Today, we're covering strategies for persuasive speaking. We'll be looking at how to structure arguments effectively.
3. First, I'll discuss the key challenges of time management. Then I'll move on to strategies for overcoming them.
4. As we wrap up, let's take a moment to reflect. Finally, let me remind you of some of the issues we have covered, from audience engagement to speech delivery.
5. We've explored various aspects of effective leadership. Before we move on, let's take a moment to reflect on the key points so far.
6. That's an interesting point about leadership styles. I'd like to add to what you said about it with an example from a well-known company.

Follow-up Task: Scan the QR codes below to watch short videos that explain connected speech.

You may use this blank page as extra space for taking additional notes.

PRESENTATION PLANNER

PRESENTATION TYPE

DEADLINE

TOPIC

NOTE

- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....

OUTLINE

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

REFERENCES

> *If you can't communicate and talk to other people and get across your ideas, you're giving up your potential.*
>
> *Warren Buffet*

BEFORE YOU PRESENT

- ☐ Am I clear about what I want to say and why it matters?
- ☐ Does my presentation have a structure that supports understanding and engagement?
- ☐ Have I considered how to connect with my audience in a sincere and confident way?
- ☐ Are my visuals and delivery working together to support—not replace—what I am saying?
- ☐ Do I sound natural and present myself with positive energy and focus?

AFTER YOU PRESENT

1 What went well?

_____

_____

2 What would I change next time?

_____

_____

PRESENTATION PLANNER

PRESENTATION TYPE

DEADLINE

TOPIC

NOTE

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

OUTLINE

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

REFERENCES

> *Be the presenter you would want to listen to.*
>
> *Cath Daley*

BEFORE YOU PRESENT

- [ ] Am I clear about what I want to say and why it matters?
- [ ] Does my presentation have a structure that supports understanding and engagement?
- [ ] Have I considered how to connect with my audience in a sincere and confident way?
- [ ] Are my visuals and delivery working together to support—not replace—what I am saying?
- [ ] Do I sound natural and present myself with positive energy and focus?

AFTER YOU PRESENT

1 What went well?

2 What would I change next time?

PRESENTATION PLANNER

PRESENTATION TYPE

DEADLINE

TOPIC

NOTE

- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....
- ○ .....

OUTLINE

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

REFERENCES

Your ability to communicate is an important tool in your pursuit of success.

Les Brown

BEFORE YOU PRESENT

- [ ] Am I clear about what I want to say and why it matters?
- [ ] Does my presentation have a structure that supports understanding and engagement?
- [ ] Have I considered how to connect with my audience in a sincere and confident way?
- [ ] Are my visuals and delivery working together to support—not replace—what I am saying?
- [ ] Do I sound natural and present myself with positive energy and focus?

AFTER YOU PRESENT

1 What went well?

_____

_____

2 What would I change next time?

_____

_____

THE FOREFRONT

ACHIEVING ACADEMIC SUCCESS IN SPEAKING

The Forefront: Achieving Success in Academic Speaking is a coursebook designed for university students who aim to develop strong, effective academic speaking skills. The book equips learners with the tools to express ideas clearly, structure arguments persuasively, and communicate with confidence in academic contexts—through both discussions and presentations.

The book follows a learner-centered and task-based approach, using carefully curated input texts, videos, and structured activities to guide students in developing their spoken fluency, accuracy, and interaction skills. The thematic progression of the modules encourages critical thinking while promoting meaningful engagement with contemporary topics.

What *The Forefront* offers

- Speaking tasks designed around relevant academic and real-world themes to help students engage in meaningful discussions, develop their academic voice, and gain effective 21st-century communication skills.
- Activities designed to develop clarity, fluency, and strategic use of academic language.
- Structured support for managing and participating in academic discussions, including turn-taking, expressing opinions, and responding critically.
- Models and scaffolded practice for presentations, discussions, and Q&A sessions.
- Practical guidance on using effective visuals, rhetorical strategies, and delivery techniques in (academic) presentations.
- Integrated pronunciation support to improve intelligibility and speaker confidence.
- Opportunities for reflective and interactive tasks to enhance peer collaboration and feedback.



