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ACKNOWLEDGEMENT

This course is included as a course that supports other competency, that is the ability to communicate. The characteristics of a course are different from exact sciences or other social sciences because language has a function as a communication tool.

English Language Course (Writing & Presentation) is a continuation course from previous semester (Reading & Listening) which must be taken by students. This course supports the competence for using full English and coherent with linguistic elements of the correct and appropriate context of the problem, the results of engineering and the results of a solution in the field of Mechanical Engineering.

This course is incorporated into two skills: writing and speaking in an academic context. The general purpose of this course is the expectation of students being able to express the idea by having complete paragraph writing and presentation skills.

Students are also expected to convey ideas in the form of introductory sentences, topic sentences, supporting sentences, and closing sentences are combined into a whole paragraph. In addition, students are also able to apply punctuation, spelling, and capitalization using well and correctly.

Especially for a presentation, students are expected to understand the principle of standard or formal expression. Students are also expected to be able to convey ideas orally by using the correct and context-appropriate signposting. In addition, students are also able to present an effective visual aid and use good body language.

The Lecturer

Yashinta Farahsani

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UNIT I: BEGINNING TO WORK

1. Warming Up

Process Writing
Take a quiz! First guess the correct answers. Then read the paragraphs below to check your guesses.

1. “Process writing” means
   a. Writing in English.
   b. Writing with word processor.
   c. Writing in several stages (steps).

2. Before you begin to write, you should
   a. Finish the homework for your other classes.
   b. Get some ideas.
   c. Ask your friends for help.

3. Your teacher may ask you to read a classmate’s paper and answer some questions about it. This is because
   a. You can learn a lot by reading your classmate’s assignment.
   b. Your teacher is too busy to read all the students’ papers.
   c. You are a better writer than your classmate.

4. Your teacher may ask you to write another draft. This is because
   a. Your teacher can’t think of any new assignments.
   b. The first time, your paper was bad.
   c. You can make your paper better by making some changes.

5. Before you hand in your paper for a grade, you should
   a. Ask your teacher to give you a good grade.
   b. Check it carefully.
   c. Put some pretty stickers on it.

1. Musicians practice their pieces many times before a concert. Athletes work out before a competition. In the same way, good writers go through several stages when they write. “Process writing” will guide you through these stages so your final paper is really your best effort.
2. The first stage of process writing is getting ideas. In this course, you will learn and practice several different ways to get ideas. Try them all and see which way works best for you.

3. An important stage in process writing is sharing your writing. You can see how other writers like you handled the same assignment, and you can get some good ideas from them. You can also see how well someone else understands your ideas.

4. After you finish your assignment, put it away for some time. When you look at it again, you may have new ideas. Your classmates may help you find new ideas, too. Writing your paper again (called "revising") gives you the chance to improve your paper.

5. Before you give your teacher your paper, check it carefully. Read it out loud. Does it sound natural? Did you forget any words? Did you remember to write the heading correctly? Does your paper look neat? Remember to give your teacher your best effort!

2. Before you Write

Interviewing Someone

A reporter for a college newspaper is writing an article about students in Mechanical Engineering Department. He is interviewing some students. Look at some of his questions:

   a. What is your name?
   b. Where are you from?
   c. Which classes are you taking this semester?
   d. What do you like about this department?
   e. What are your plans for the future?

   a. Task 1

You are going to interview one of the students in your class for an article for a newsletter about your class. First, write some questions. Use some of above questions and write three other questions. Then choose a partner and interview him or her. Write your partner's answers after the questions.

b. Task 2

You are going to read a reporter's article about one of students in Veracruz Technical College. What do you think the paragraph is about? Pay attention on the tenses use in this paragraph.

Maria Vega is one of many new students at Veracruz Technical College. She is 19 years old and from Puerto de la Cruz, a small village in Guatemala. She studies here because her father is Mexican, so she wants to learn in his country. She lives in Veracruz with her aunt. Maria likes VTC very much. She likes the friendly students and the helpful teachers. She also thinks her classes are excellent but she doesn't like the food in the cafeteria. In her free time, Maria folk dances and draws. After college, she wants to be an engineer.

3. Grammar Focus

Simple Present Tense

   a. The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take). The 3rd person singular takes an -s at the end. (he takes, she takes)

   b. FORMING THE SIMPLE PRESENT TENSE: TO THINK

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>Do I think?</td>
<td>I do not think</td>
</tr>
<tr>
<td>You think</td>
<td>Do you think?</td>
<td>You do not think</td>
</tr>
<tr>
<td>He thinks</td>
<td>Does he think?</td>
<td>He does not think</td>
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<td>Does she think?</td>
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<td>It does not think</td>
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<tr>
<td>We think</td>
<td>Do we think?</td>
<td>We do not think</td>
</tr>
<tr>
<td>They think</td>
<td>Do they think?</td>
<td>They do not think</td>
</tr>
</tbody>
</table>

   c. NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR

- In the third person singular the verb always ends in -s: he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb. He wants to study, Does he want to study? He does not want to study.
- Verbs ending in -y: the third person changes the -y to -ies: fly - flies, cry - cries
- Exception: if there is a vowel before the -y: play - plays, pray - prays
- Add -es to verbs ending in -s, -x, -sh, -ch: he passes, she catches, he foxes, it pushes


4. Writing Focus: What is a sentence?

How many words are in the shortest English sentence? Except for one-word commands (Sir), a complete sentence in English needs two words: a subject (a noun or pronoun) and a predicate (a verb), for example He goes.
Of course, most English sentences are longer than just two words, but every sentence tells a complete thought. Groups of words that do not make complete sentences are called phrases.

Work with a partner. Look at the following. Some of them could be sentences with correct punctuation. Circle the number for the ones that could be sentences.
1. After the lecture
2. We do welding experiment
3. His assignments are not complete
4. The lecturer in his laboratory suit
5. At three o’clock in the afternoon
6. Graduated this year
7. Is going to do final project

5. Language Focus: Capital Letters and Final Punctuation

Sentence in a paragraph...

a. Start with a capital letter:
   Plastics are cheap and ever-lasting.

b. And with a period (.), question mark (?), or exclamation mark (!)
   Many students assist the lecturer in the laboratory.
   How long do you need to do this experiment?
   I will try it once more!

6. Task 3

Unscramble the sentence and write them on the lines below. Begin and end each sentence correctly.

1. in a workshop / my brother / works
2. is / a useful subject / computer science
3. don’t / I / like / working with people
4. can’t find / many students / a job / easily

5. more women / are / mechanical engineering / entering / department?
6. first job / was / my / wonderful / a / experience

7. Task 4

Look again at exercise in point 4. Write the complete sentences with correct punctuation. Add to the phrases to make complete sentences. Then share your sentences with a partner. How are they different?

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________

8. Writing

From your interview result, write about the information that you get from your partner. Consider the following instructions:

a. Use simple present tense.
b. Start the sentence with capital letter.
c. Use the correct punctuation.

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
UNIT 2: FROM SENTENCES TO PARAGRAPH

1. Writing Focus: What is a paragraph?

A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about that topic. When the writer wants to write about a new main idea, he/she begins a new paragraph.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

In academic writing, a paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph, called supporting sentences, give more information about the topic. They add specific details and explanations. In academic English, the topic sentence is usually (but not always) first or last.

2. Task 1: Strong or Weak Paragraph?

Work with a partner. Read the groups of sentences below. Circle the letters of the strong paragraphs. If you think the sentences make a weak paragraph, say why.

Choose one or more of these reasons:

- The sentences are not all about the same topic.
- There are not enough sentences.
- There is no topic sentence.
- Some sentences say the same thing.

a. When I need a good place to study, I go to the library. It’s always quiet there, so I can concentrate. It’s easy to find the books I need, and I can search for information on the internet because there are several computers. The other people in the library are also reading or working, so the mood is good for studying. I study better and faster in the library than in any other place.

b. Laboratory work offers many advantages in proper scientific methodology. On a very practical side, expensive or sensitive equipment can be difficult or impossible to use in the field. Even simple reading results from equipment can require its own set of computers and electrical equipment that won’t get along well with the ecosystems you may want to bring it to, and that’s assuming your equipment is portable enough to bring with you. Any mishandling or error could be very costly, even little microcritical steps being wrong can be a $5000 mistake!

c. Cars, trams, ships, and planes are all products of mechanical engineering. Mechanical engineering is also involved in support services such as roads, rail track, harbors, and bridges.

d. Mechanical engineering includes marines, automobile, aeronautical, heating and ventilating, and others. Electrical engineering includes generating electricity, electrical installation, lighting, etc. Mining engineering and medical engineering belong partly to mechanical and partly to electrical.

3. Task 2

Read this paragraph about a student’s first job. What is the topic?

a. Working in a laboratory
b. Getting my first job
c. What my first job taught me

Learning Responsibility

My first job was as a sales clerk in a small clothing shop. It wasn't a difficult job, and it wasn't really a very interesting job. My best friend has a more exciting job. Every weekend I had to open the store at 10:00 a.m. I couldn't be late. Now on weekends I like to sleep late. I helped customers find clothes, and I kept the store neat and clean. My parents' house was very clean, too. I used the cash register and handled credit cards, so I had to be very careful. These things all taught me responsibility. Now I work in a research laboratory. I don't work with clothing anymore, but I still use that important skill I learned in my first job.

Cross out the sentences that are not connected to the topic.

Which additional sentences could be connected to the paragraph? Write C (connected) or U (unconnected).

a. __ I answered the phone and opened the mail.
b. __ On weekdays I did my homework for school.
c. __ I once worked delivering pizza, too.
d. __ I learned how to choose and order new clothing.
e. __ Dressing neatly and professionally was an important part of the job.
f. __ A lab assistant is a good job for me.
g. __ In the future, I would like to take some business trips.

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4. Put it together

Look at these sentences for a paragraph about Mechanical Engineering career. Cross out the ones that are not connected. One a separate sheet of paper, write a paragraph using the connected sentences. They are already in the right order but are not yet correctly punctuated.

ESSAM ALBAHKALI - MSE, 1997; PHD, 2003

- the first step to success in your future career is to join an institution you will be proud of forever
- as a student who liked to continue his graduate study I searched for the best mechanical engineering department in the world
- I found the mechanical engineering department at the University of Michigan to be the best candidate as it's known for its distinguished faculty, excellent world-class facilities and strong scientific programs
despite having never worked professionally as an engineer, I use my engineering skills every day

After graduating, I became a faculty member at the Department of Mechanical Engineering at King Saud University Saudi Arabia and over the years I've taught a variety of different courses, served on multiple committees and as chairman of the department for the past four years

I am currently a full professor at the Department of Mechanical Engineering Department as well as a part-time consultant for Saudi Standards Metrology and Quality Organization

Needless to say, the technical and analytical skills I acquired at Michigan served as a great kickstart to my career in patent law.

Taken from: https://me.engin.umich.edu/me150/make-your-mark/share-your-story

Task 3

1. Check your writing
   Did you...
   - Format the paragraph properly?
   - Start and end each sentence correctly?
   - Give the paragraph title?
   - Put the punctuation and capital letter correctly?

2. Rewrite the paragraph correctly
UNIT 3: TOPIC SENTENCE

1. Writing focus: Topic sentence

The topic sentence tells the reader the main idea of the paragraph. It should not be too general or too specific. Don’t begin paragraphs with “I’m going to write about…” or “This paragraph is about…”.

A good topic sentence should include either of the followings:

a. One clear topic
   - Weak: It’s important to have friends, and also to do well in campus.
   - Strong: I don’t think I will have ever a better friend than Toni.

b. An opinion or idea about the topic
   - Weak: I have been studying fabrication.
   - Strong: Studying fabrication has given me much knowledge about molding and casting.

A good topic sentence should not be:

a. Too broad (too much to write about)
   - Weak: Mechanical engineering is an interesting field.
   - Strong: Semester 1, I learned some interesting subjects in Mechanical Engineering Department.

b. Too narrow (not enough to write about / is just a fact)
   - Weak: The class starts at 08.50 a.m.
   - Strong: It’s difficult for students to come to the class on time in the morning class because of some reasons.

Remember

Topic sentence is usually the first or the last sentence, but it can be any sentence in the paragraph.

2. Task 1

In the following pairs, circle the number of the best topic sentence. Then explain your choice to a partner. Say why the sentence you didn’t choose is weak. Use one or more of these reasons:

a. It’s too broad.
   b. It’s too narrow.
   c. There is no main idea or opinion.
   d. There is more than one main idea.

3. Language focus: Using “and” and “but” to join sentences

When you want to say two things about a subject, use the word “and” to connect the information. Sometimes “and” connects phrases that have the same verb. You can also connect two sentences with “but”. “But” introduces contrasting information.

Look at these pairs of sentences. How are they similar? How are they different? Which do you like better, and why?

a. 1. Design engineers work as part of a team to create new products. They extend the life of old products by updating them and finding new applications for them.
   2. Design engineers work as part of a team to create new products and extend the life of old products by updating them and finding new applications for them.

b. 1. Thermoplastics can be shaped and reshaped by heat and pressure. Thermosets cannot be reshaped because they undergo chemical changes as they harden.
   2. Thermoplastics can be shaped and reshaped by heat and pressure, but thermosets cannot be reshaped because they undergo chemical changes as they harden.

In each case, the sentences in 2 flow better – that is, they sound more fluent and natural. Sentence about the same topic can often be combined with words like “and” and “but”.

4. Complete these paragraph with “and” or “but”

Civil and mechanical engineers both work within the engineering field ______ design things that are constructed. Since civil engineers and mechanical engineers need the same level of education ______ earn comparable salaries, the key differences between these professionals lie in the focus of their work. They rely on many of the same skills to develop design plans, prepare budgets and oversee production or construction as needed, ______ civil engineers
focus on constructing structures ... community infrastructure needs, ... mechanical engineers design mechanical products.

Taken from: https://study.com/articles/difference_between_civil_mechanical_engineering.html

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5. Language Focus: Punctuation

a. When you join two complete sentences with "but", you must always use a comma before "but": Thermostatic materials can be shaped and reshaped by heat and pressure. Thermostats cannot be reshaped because they undergo chemical changes as they harden. Thermostatic materials can be shaped and reshaped by heat and pressure, but thermostats cannot be reshaped because they undergo chemical changes as they harden.

b. When you join two complete sentences with "and" and the subjects of the sentences are both written, use comma before "and": Ferrous metals contain iron. Non ferrous metals do not contain iron. Ferrous metals contain iron, and non ferrous metals do not contain iron. (Ferrous metals and non ferrous metals are both written)

c. When you join two complete sentences and remove the subject of the second sentence, don't use a comma before "and": Engineers have to know the most economical materials to use. Engineers must also understand the properties of these materials. Engineers have to know the most economical materials to use and must also understand the properties of these materials. (The subject engineers is not written a second time)

6. Join these sentences with "and" or "but". Use a comma if you need one.

a. Julian speaks English very well. He enjoys his classes.

b. Erwin studies hard. He doesn't get good grades.

c. Plastics and ceramic are non-metals. Plastics may be machined like metals.

d. The word "plastic" comes from Greek word "plastikos". It is used to describe something which can be easily shaped.

e. No other material in the history of the world has been used for so many different purposes. Plastics have special qualities.

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7. Put it together

a. Write your favorite subjects that you have learned in Mechanical Engineering.

b. Choose one most favorite subject and tell your partner about it. Have an interview with him/her like these.

b. What is your most favorite subject?

b. What do you learn about that subject?

b. How do you like that subject?

b. When you take that class?

b. Who teaches that subject?

b. What is your special impression after you took that subject?

c. On a separate sheet of paper, write a topic sentence about favorite subject, then write paragraph by including "but" and "and" connectors in your sentences.

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8. Edit and Revise

a. Editing for content and form

You should edit a piece of writing at least two times.

[ ] The first time you edit, focus on the content of the writing: the writer's ideas, and how they are organized and connected.

[ ] The second time, focus on the form of the writing: the way the writing looks on the page, and the writer's grammar, spelling, and punctuation.

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b. Rules for sentences and paragraph form
   - Write the title in the center of the first line.
   - Capitalize all important words in the title.
   - Don't capitalize small words like a, the, to, with, and at in titles except at the beginning of a title.
   - Skip a line between the title and the paragraph.
   - Indent (leave a space) at the beginning of every paragraph.
   - Begin every line except the first at the left margin. (Sometimes a line for the left margin is on the paper, if it isn't, leave a space of one inch.)
   - Leave a one-inch margin on the right.
   - Use a period (.) at the end of every sentence.
   - Leave a small space after the period.
   - Begin every sentence with a capital letter.
   - Also capitalize names of people and places.
   - If the last word of a line doesn't fit, use hyphen (-) to break it. You can break a word only between syllables (*quip*ment).
   - Period and commas (,) must follow words. They can't begin a new line.
   - Every sentence in the paragraph follows the sentence before it. Start on a new line only when you begin a new paragraph.
   - In formal writing, most paragraphs have four to ten sentences. A paragraph usually has more than one or two sentences.

b. Are your verbs correct? Remember that third person singular verbs end with -s in the present tense. Also check that your negative verb forms are correct.

c. Are singular and plural nouns correct?

d. Is the word order in your sentences correct?

5. Form
   a. Is your punctuation correct?
   b. Is your spelling correct?
   c. Are your paragraph and sentence forms correct?

d. Revising your written

Revise your written based on peer-editing result that you have done with your partner. Submit your revision to the lecturer.
UNIT 4: DESCRIPTIVE PARAGRAPH

1. Describe the picture to a partner. What can you share to your partner about this picture?

   ![Picture](image.png)

   a. What can you describe about this picture?
   b. What are the students doing?
   c. What kind of place is that?
   d. What can you find and you do there?
   e. What does that lab produce?

2. Language Focus: Descriptive Vocabulary

   Descriptions often begin with general information - information that describes the whole picture. Then a writer writes specific information - information that describes smaller parts of the picture.

   You know that topic sentence tells the main idea of a paragraph. Supporting sentences develop the paragraph by adding more information. When you describe a place, you can develop your paragraph by adding descriptive details - information that tells how a place looks, sounds, or smells, or feels.

3. With a partner, put these adjectives that can describe places into the chart below. Some words can be used more that one place. Check a dictionary or ask your teacher to explain any new words. You can add the adjective using your own idea.

<table>
<thead>
<tr>
<th>Dark</th>
<th>Friendly</th>
<th>Musical</th>
<th>Soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry</td>
<td>Green</td>
<td>Quiet</td>
<td>Spicy</td>
</tr>
<tr>
<td>Exciting</td>
<td>Humid</td>
<td>Relaxed</td>
<td>Sweet</td>
</tr>
<tr>
<td>Fragrant</td>
<td>Loud</td>
<td>Sharp</td>
<td>Warm</td>
</tr>
</tbody>
</table>

   Using the adjectives you have listed, write some adjectives that can describe the picture above [laboratory of design].

4. Brainstorming: Word maps

   A word map is another kind of brainstorming. Word maps can help you think of many ideas for your writing and see the connections between the ideas.

   - Use a separate, whole sheet paper
   - Write your topic in the middle, and draw a circle around it
   - Write an idea about the topic nearby, and circle it
   - Draw a line to connect the circles. This shows that the idea and the topic are related.
   - Add more ideas and circle the ideas.
   - Draw lines to connect any circles with related ideas.
   - Write down as many ideas as you can. Don't worry about whether they are "good" or "bad".
   - After you finish, cross out any ideas you don't want to use.

   Example:
   This is the picture you are going to describe:

   ![Picture](image.png)
This is the example of how they way you brainstorm your ideas:

5. **Writing focus**: Combining sentences containing adjectives

Look at the pictures. With a partner, choose the picture you want to describe and brainstorm a list of adjectives to describe the scene.

- **List the adjective you are brainstorming.**

- **Draw a word map to brainstorm your idea.**

- **Write a descriptive paragraph by using the adjectives you have listed.**
UNIT 5: CONCLUDING SENTENCE

1. Writing focus: Concluding Sentences

A good paragraph has a clearer topic sentence and supporting sentences that explain and support the topic sentence. Many (but not all) paragraphs also have a concluding sentence. The concluding sentence closes the paragraph.

A concluding sentence can...
- Restate the topic sentence.
- Summarize the main idea of the paragraph.
- Make prediction connected to the paragraph's topic.
- Make a suggestion or give advice connected to the topic.

A concluding sentence does not state completely new idea.

2. Read the example below and decide the type of concluding sentence

Mechanical Engineering Department UMY has many competent lecturers who will help students improve their skills and knowledge about mechanical engineering. Each lecturer has specific background based on their skills and competencies, such as Mr. Beril P. Kamel and Mr. Budi Surahman are teaching mechanical engineering; Mr. Novi Caroko, Mr. Teddy Nurcahyadi, and Mr. Thoharuddin are mastering energy conversion; Mr. Cahyo Budiantoro and Mrs. Harini Soesastro are two experts in material engineering field, and manufacture subject is taught by Mr. Cahyo Budiantoro and Mr. Sunardi. Besides, there are other two lecturers who teach general subjects, they are Mr. Tri Wahyono who teaches Bahasa Indonesia and Mr. Chusnul Ashar who teaches religion. All the lecturers have different competencies which are very beneficial for students in the future.

3. The paragraph below is titled Manufacture Subject. With a partner, think of three or four things the paragraph could be about and write the appropriate concluding sentence.

Manufacture is one of subjects that students learn in Mechanical Engineering. It learns about the process of making a machine component, such as casting, welding, machining, powder metallurgy, and studying the design planning process to assemble the elements of the machine and take action to prevent and overcome the impact of damage.

4. Language focus: Punctuation (Capitalization)

A word is also capitalized if it is...
- In the title of a piece of writing (paragraph, essay, book), a movie, a piece of music, etc. Don’t capitalize preposition (of, to, with), article (a, the), or conjunctions (and, but).
- A name of a group, place, or a person, that is, a proper noun.
- A day of the week or a month.
- A language or a nationality.

Note: A proper noun is the name of specific person, place, or thing. For example, Picasso is the name of specific person, Paris is the name of specific place, the Olympics is the name of specific thing.

5. Rewrite the following sentences using correct capitalization.

a. composite material is made up of a combination of two or more different materials.

b. the most widely used type of composite material is polymer matrix composites (pmcs).
c. the material was taken from the book titled "english for mechanical engineering."

d. "voa special english development report is one of voa program that spreads around the world."

e. pieces of hammered copper and lead dating from about 6000 bc are known to have been found in southern turkey.

6. Put it together
   a. With a partner, match the topic sentence on the left to the concluding sentence on the right.

   | b. I admire many things about mechanical engineering. | 1. They serve students well and always help them for administrative stuff. |
   | c. I think the staffs in Students' Service Center are very friendly. | 2. The machine is used by many students, so it needs high maintenance. |
   | d. Mr. Sudirman, who teaches composite materials, is my favorite lecturer. | 3. Its strategic location helps students do practicum outside the building. |
   | e. I was frightened of my poor GPA last semester. | 4. When I graduate from this department, I hope I can be a good engineer. |
   | f. The CNC machine is used for students' practicum. | 5. My grade was poor, so I have to study harder. |
   | g. The fabrication laboratory is located in the ground floor of G6 building. | 6. I hope he will keep improving as he pursues his status to be a professor. |

b. Choose one of the pairs of sentences in exercise above. Make a word map about the topic. Use your imagination!

c. On a separate sheet of paper, write a paragraph.
   - [ ] copy the topic sentence and concluding sentence.
   - [ ] Add supporting sentences by using the details from your word map.

d. Check your writing
   Did you...
   - include a heading on your paper?
   - format the paragraph correctly?
   - start and end each sentence correctly?
   - give the paragraph title?
   - write the supporting details related to the idea in the topic sentence?

UNIT 6: WHAT IS PRESENTATION?

1. Warming up
   What does the term 'presentation' mean to you? List some characteristics of presentations.
   - a. 
   - b. 
   - c. 
   - d. 
   - e. 

2. Introduction to presentation
   a. A presentation is a particular way of giving information. There are, of course, many ways in which information is shared. Presentations combine factual information with the personal touch of a real person preparing the information for a particular audience.
   b. Presentations now form a part of many jobs. They are used for:
      - training and updating
      - keeping people informed
      - impressing potential customers
      - creating a forum for sharing information among workgroups. They are also used in many diploma and degree courses to:
      - foster students' communication skills and abilities
      - inform other students.
   c. A good presentation usually has some - but seldom all - of the following characteristics:
      - information is clear and easily understood
      - the audience is led through an orderly sequence of ideas
      - facts are represented visually in graphs or charts
      - the presenter has a sense of humour or uses other techniques to keep the audience interested
      - the level of information presented is geared towards the needs of the audience.
3. Essential Presentation

a. Presentations are a particular way of communicating with people and of getting your message across. This requires some preliminary thought and preparation.

b. Before you deliver your presentation there are four procedures you must complete. These are detailed in the following sections. They are:
   - selecting the content of your presentation
   - structuring the presentation
   - choosing your visual, auditory or other teaching aids
   - preparing the notes you will use during your presentation

c. Time given to some personal preparation to deal with things like stage fright will also pay off. More about this later!

4. Selecting the content of your presentation

When you stand up in front of your audience, what will you tell them? You only have a limited amount of time. You can't tell them everything you know! Presentations require you to choose carefully what you will say. The following activities are designed to help you select the content for your presentation.

a. What is the title or subject of your presentation?

b. Now identify all the information you have available. This will include things like class notes, readings and references, data sheets, graphs and tables, information from text books, journals or papers, illustrations, computer displays, etc.

   c. By now you will have noticed that you know - or have access to - potentially a huge amount of information relevant to your topic. You need to eliminate material, unless you intend to hand out pillowcases you begin your presentation. The secret of selecting information for presentation is to give your audience just enough to stimulate and inform.

5. Task 1: Selecting Content

Look critically at the list you made above. Be ruthless and identify the following:

a. Just enough background material to help the audience get oriented to the topic.

b. Just enough information about your main topic to get your ideas across.

c. Just enough examples, illustrations or demonstrations to support the point you are making.

6. Selecting your main idea

A good presentation should have one main idea, theme or argument.

This will, of course, be supplemented by quite a bit of additional information, but you must identify a central idea to form the focus of your presentation. If you don't, you run the risk of trying to cover too much in too little detail to be of interest to your listeners.

In addition, the time allocated for most presentations is only sufficient for you to be able to explore one main idea in any detail. Unless you really require your presentation content to cover a range of topics at a superficial level, choose one idea to be the central topic. Eliminate others which may be competing for precious time and space.

For the topic you have elected to present, write your main idea here:
7. Developing your main idea

Now you have your main idea, but of course you will need to illustrate, explain and expand on it. You are going to have to select what supporting or illustrative information you want your audience to know about.

There seems to be a rule about audiences, no matter who they are or what level of knowledge they have in the topic being presented, that information is best understood and digested in chunks of three. Three facts are relatively easily remembered, three points to support an argument can be easily grasped.

There are certainly many more aspects of your main idea you could consider, but you won’t have time to cover them all. Select the three which are most relevant, interesting or useful.

a. 

b. 

c. 

UNIT 7: STRUCTURING YOUR PRESENTATION

1. Structure of presentation

What you need now are some fairly foolproof fundamentals which make people listen and understand.

Build these into your presentation structure and success will be within sight!

People listen and learn best when information is presented in a familiar and logical format. Don’t frustrate your audience by starting in the middle or by leaving out essential information. Structure your presentation along the following lines:

   a. introduction
   b. motivation raiser
   c. outline of content
   d. main content – section by section
   e. recap
   f. transitions
   g. conclusion.

2. Introduction

   a. Your introduction should set the theme for your whole presentation. It must allow the audience to focus on exactly what is to be covered during the next four minutes.

   b. Go back to your main idea. Make sure this is communicated to your audience in the introduction. Do not elaborate or explain – that comes later.

     ‘I’m going to talk about how you can attract hedgehogs into your garden by designing a hedgehog-friendly environment, making nest sites and supplying food.’

     There’s your introduction. Now the audience knows what’s coming, what to expect.

   c. Write your introduction below:

      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
3. Motivation raisers

Unless your audience has been chain-ganged into attending, they will already have at least a little interest in you and your topic. You don’t need to ensure that they know what relevance your topic has for them, and what, if anything, they will get out of listening.

- Tell them why they should listen.
- How does your topic affect them?
- What good will come of their listening?
- How do their and your interests coincide?

There are three things you need to consider to engage with your audience:

a. Appeal to their self-interest
b. Engage their conservation awareness
c. Engage their need to be involved

Write your motivation raiser here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. The outline of content

Your audience won’t know where your presentation is going unless you tell them. And they want to know. So tell them what your presentation will consist of. Help them to follow you.

I’ll first tell you about the types of garden best suited to hedgehogs and how you can create a similar environment in your own garden. Then I’ll talk about... etc.

5. Main content, section by section

The bulk of your presentation will be taken up with giving your audience the information and illustrations which pertain to your main idea and supporting themes or information. This is the most important aspect of your preparation and warrants close attention and planning. There are some useful guidelines to help structure this part of the presentation.

a. Break up main sections into segments.

You’ve already got a main idea and three aspects of that idea organised. You may want to breakdown the information even further in order to present it clearly and logically. It also allows your audience to digest your information in bite-sized pieces. Three subsections under each main section are usually enough for an audience to handle during a short presentation.

b. Present each segment with its details to your audience in the most logical order.

If your audience understands the main idea of your presentation, and generally which aspects you will be covering, they are better able to understand details and fine points of information now because you have provided the context and background information.

This draws people in to learn more, you have their attention and co-operation.

Identify the main content of your presentation and break it up into sections:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In other words, you tell them what you are going to tell them!

How could you list your content outline for your audience?

a. 

b. 

c. 

d. 

e. 

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6. Recap each section

Summarise what you have said at the end of each section, or subsection, if this seems more logical so that:

- anyone whose attention has wandered or who has not quite caught the gist of what you’ve been saying can move ahead to the next section with you;
- you as the presenter are clear exactly what your message is in each of the segments of your presentation.

Recaps can be done quickly and easily. Usually no more than a sentence or two is required.

Practice writing a section recap here:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

7. Making transitions

Only you know where the next step is going to lead. Your audience has not seen your notes, nor do they have the gift of second sight. Therefore, if you want to take your audience with you when you introduce a new theme, fact or argument, you need to help them make a transition from one stage of your presentation to the next.

Be sure that you lead into new aspects of your subject as well as giving a quick and clear introduction when events are about to take a turn.

8. Conclusions

- Ending a presentation is an aspect many people dread, yet it is one of the easiest parts to prepare.
- To conclude your presentation:
  - restate your main idea
  - recap the major points (with the most salient or interesting supportive information or illustrations)
  - sit down.
UNIT 8: VISUAL, AUDITORY AND COMPUTER AIDS

1. Introduction

In presentations, a picture is worth a thousand words.

Remember, your material is very familiar to you by now, perhaps too familiar; but it is new to most of your audience. Research suggests that we remember new information far better if we see it than if we only hear it. Use this fact to help your audience really understand your message, and consider what types of visual or other aids you might use in your presentation.

Aids are basically of three types:

a. Visual : pictures, graphs, slides, OHPs, objects, handouts

b. Auditory : pre-recorded music, speech, sound effects

c. Computer display : usually an enlarged computer screen.

Which aids are likely to be most effective in your presentation?

2. Visual Aids

We are tuned in to visual images. Television, window displays, publicity materials, book covers, advertising all deal in sophisticated visual imagery and meanings. A great deal of information can be communicated through the visual medium.

Visual aids can be used to enhance your message too. Visual demonstrations are very effective in presenting numerical and statistical data. Converting your message into a visual form can often make the difference between your audience understanding you or losing interest.

Visual communication can also be fast. If you show people rather than tell them, you save time and communicate more effectively.

3. When should you use visual aids?

a. When you are presenting statistics or other numerical data

Even dedicated mathematicians have trouble dealing with many numbers presented auditorily. A lay audience will have even greater difficulty.

So, do you have numerical data to present? Take it out and have a look at it. Pages of numbers must be transformed into interesting visuals.

How can you do this?

• Transform numbers into graphs, charts or diagrams.

• Eliminate all lists of numbers and complex tables.

• Pie charts and bar graphs are understood easily and can communicate a great deal of complex information.

• Trends can be displayed by simple graphs.

Now select the forms of visual display most relevant to your numerical data.

b. When you wish to present any new data your audience has not seen before.

Show your audience what you mean. A business plan, for example, becomes meaningless when explained only in words. Show your evidence, research, trends and eventual outcome in visual form.

c. When you want to place a new interpretation on old data.

If you have discovered the chemical formula for turning lead into gold, don't just talk about it, show it. Your audience will want to see how you have dealt with familiar data and come up with exciting new developments.

d. When people must see documented support for your argument before they will believe it.

It is no good arguing verbally that the building you have just designed will be the most energy efficient in the entire world. You may be persuasive, but people will want to make a hard-nosed decision about whether or not you are right. Show them the objective evidence for your claims.

e. When you must present more data than people can remember.

Ordinarily, you would want to avoid ever presenting your audience with more data than they can recall immediately. However, if you need to demonstrate a particular and complex mathematical calculation, for example, in order to make your point, a visual presentation of this type of information will be much appreciated by your listeners.
4. Some tips on preparing your visual aids
   a. Make sure your aids are necessary.
      Can you manage without your slide, OHP or display? Nothing detracts from a
      presentation more than a series of irrelevant or unnecessary visual aids. Think carefully
      about displaying words— for example, your section headings— for your audience. It does
      not help understanding and can result in a big yawn.
   b. Some visual aids are essential.
      For example, do you want to show your audience how to tie a reef knot? What could be
      harder to explain or easier to show by means of a slide diagram?
   c. Encapsulate your presentation in a visual image.
      Is there one single point you wish your audience to remember after you have sat down?
      Can you communicate that point in a visual image? Ideally you will use this during your
      presentation and perhaps leave it displayed for your audience after you have finished. A
      high-impact representation of your main idea will stay in your audience’s minds.
   d. Make visuals clear and readable.
      Often a hand-drawn OHP is easier and more interesting to look at than one which has
      been professionally prepared. Beware of making OHPs from photocopies of printed pages.
      They are seldom readable— particularly for people sitting at the back of the room— and
      are usually dead boring to look at. Make sure words are not too small to read, and do not
      have too many words, diagrams or other information per slide.
   e. Use colour and variety.
      Colour is interesting and evokes an emotional response from your audience. You can
      colour-code your slides to signal topics within your presentation; blue for background
      information, red for new data and green for conclusions, for example. Be sure that the
      colours you choose will show up against the background, and that your text will show
      up most of all.
5. Disadvantages of visual aids
   Preparation of visual and other aids to presentations can take up a great deal of time and
   thought. Professionally prepared aids are often expensive. When there are technical problems
   during a presentation it is usually the visual aids which are affected— the OHP bulb burns
   out or the slide projector won’t advance. This usually produces catastrophe for the poor
   presenter.
   Some material may not be ideally suited to visual display and is best left in the verbal
   medium. Material which is narrative or dramatic in nature, intended to be inspirational,
   motivational or associated with feelings may be best left to the spoken word. If you are
   building morale, you don’t need charts and graphs.
6. Using handouts
   Handouts are commonly misused in presentations. Presenters distribute handouts to all
   members of the audience— and immediately everyone’s attention is focused on the piece of
   paper rather than the presenter.
   Don’t make this mistake. Keep your audience with you and present all your information
   verbally, visually or auditorily while maintaining their full attention. Handouts can be useful
   as ‘leave behinds’ so people can do further reading or thinking about your subject.
UNIT 9: PREPARING PRESENTATION NOTES

1. Introduction

You may wonder why there is a whole section on this topic. Most people, when faced with the task of delivering a presentation to an audience, write out what they are going to say in full. This means, in effect, that their presentation is the reading of a prepared speech.

However, reading a speech is not the best way to communicate with an audience. In fact, most audiences find this one of the most boring and exhausting experiences of all. So don’t read your speech. Make notes from which you can extemporise and keep contact with the people who are listening to you.

2. The written vs. the spoken word

Writing and speaking are two different methods of communicating. Each has advantages and disadvantages in terms of the type and quality of information which can be transmitted.

The written word allows time for the reader to consider the message. When you are reading a document, you can go at your own pace, re-read bits of it and assimilate it at your own speed. So when you are writing a speech, the temptation is to do the same – to include all the relevant information you feel your audience will require, and read it through for accuracy before delivering it.

But this is not how your audience will receive it.

The spoken word is instantaneous. It does not allow for time for consideration by the listener before the next bit of the message is said. Speech rattles along at the pace chosen by the speaker. The meaning of the spoken word is also affected by the manner in which it is delivered. You can add to the impact of what you say through your facial expression, tone of voice, phrasing and emphasis.

So, if you write your presentation notes verbatim, you are working in an entirely different medium from the one the audience will be hearing.

3. Perform – don’t read – your presentation

Don’t worry! You do not have to be a trained actor to perform in front of an audience. Performance in this context means using extemporaneous speaking as the method of delivering your message, rather than reading verbatim from prepared text.

Extemporaneous speaking from notes gives you many advantages as a presenter. Your eyes do not have to be glued to the page. You can see your audience, and they can see you. This eye contact is very important, and there will be more about it later. You are also able to move around, to use spontaneous gestures and to come across as a live, interesting individual, rather than as a speech-reading robot.

Extemporaneous speech is also interactive. It is not a one-way message from you to your audience. If you keep in touch with what your audience is thinking and feeling through observing their reactions, you can adjust your delivery to suit them. If they nod off, you can wake them up again. If they are taking things too seriously, you can make a joke.

A presentation is not a speech. It is an interactive exchange between presenter and audience.

4. Transforming a written report into a presentation

What is the difference between the report you have written for your tutor and the presentation of the same material for your class?

a. A report:
   - uses formal language
   - may contain long explanations
   - may include many detailed examples

   Because a reader can assimilate all this in his or her own time, this style is quite appropriate for a written report.

Presentation style is different.

b. A presentation:
   - uses everyday language
   - contains edited information
   - includes selected examples

Read on to find out how you can translate report-speak into presentation-speak.
5. The language of presentations

Good presentation language should:

a. avoid jargon
b. avoid long sentences
c. use active, direct words
d. be positive
e. be concise
f. be clear
g. be human.

6. Tips for making notes

Audiences expect you to use notes. No one expects that a presenter will have learned his or her entire script by heart. So don’t bother with little index cards which some people suggest you can ‘conceal in your hand’. This looks twee and you risk appearing surreptitious as you peak at your notes. Also there is not enough space on a small card to write more than a very few words.

a. **Write – don’t type – your notes.**
   Typewritten notes are much harder to read than handwritten ones. It’s also more difficult to get a clear layout on your page. Typing takes time, which is wasted if this instance as no one will be seeing your notes but you.

b. **Use A4 or similar size paper.**
   You can get quite a bit of information on a page, and also give yourself enough space so that your eye can find your place quickly as you glance down at it. If you try to put all your notes on one or two pages, you’ll easily get lost. Spread them out, and take as many pages as you need.

c. **Use short words and phrases.**
   Reduce your ideas to brief notes. You don’t need to write in all the adjectives, pronouns and prepositions you will use when you communicate the point to the audience. All you need is enough information to remind you of the point you want to make, and those important sub-points you wish to include.

d. **Use symbols.**
   You can use symbols such as abbreviations, arrows, underlinings, exclamations, colour codes and asterisks to personalize your notes and to save time and space as you prepare your material. If you have never done this before, you may think that, on the day you’ll forget what your symbols mean. Most can be quite self-evident, however.

   You can also use a symbol to remind you when to change your slides, to include a joke, ask a rhetorical question (or a genuine one) or to signal to yourself any other procedures required during your presentation.

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Exercise of Making Notes

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UNIT 10: PERSONAL PREPARATION

1. Introduction

Now you are nearly ready to deliver your presentation. There are just a few things which you need to make sure of before you actually stand up and speak.

2. Preliminary checklist

As a presenter, you need to have control over as much of the overall setting and situation as you can. This means that you should be sure to check some aspects of the presentation which are often organised by someone else.

a. Room layout.
   Will all your audience be able to see and hear you? Will they be able to see your slides or OHPs? You must see the room beforehand or make sure you have a plan or description of the room before you arrive to present.

b. Lighting.
   Never give a presentation with the house lights off. You need to see your audience. There is nothing more relaxing for an audience than to be in a dark, warm room. All their biological mechanisms will say ‘sleep’. Be sure your audience is illuminated in every way by your presentation.

c. Equipment.
   What will happen if the OHP bulb blows during your presentation? Who is responsible for replacing it? Make sure that slide projectors, computers and tape recorders are all working before you begin. Ideally, you should know who is in charge of fixing any technical hitches which might occur as well.

d. Lectern.
   Do not use a lectern if you can avoid it. Place your notes and other materials on a table positioned either between you and your audience or, if you are brave enough, at your side. A lectern forms a powerful barrier between you and your audience, whereas a lower table is virtually insignificant.

e. Standing or sitting?
   Always stand for a presentation. It is much easier for your audience to see and hear you. It also puts you in the position of authority and control – and you’ll need all the psychological help you can get during your early career as a presenter.

3. Your audience

Your audience is the most important aspect of your presentation. It is essential that you give them some preliminary consideration before you begin.

Who are they?

In Section 2 we looked at what your audience needed to know, based on your assessment of their previous knowledge and interest in your topic. But there are other characteristics of audiences which you must also consider.

- Are they friends or foes?
- Can you be sure of a positive reception whatever your message or are you in a riskier position?
- Are they colleagues or clients?
- Do they know you well or are they strangers?

a. A familiar audience

You may find that your role change from friend to presenter is a difficult one for both you and your audience. This is often the situation when students make presentations to their peers. Once you are known in a particular role it is difficult to step out of it, even briefly.

You may find the role-change is eased by referring to it in your opening remarks. Using humour helps, too.

b. An unfamiliar audience

Unless for some reason this audience is actively hostile, it is often much easier to prepare for them than for an audience of people you know. As you are new to each other, no-one will question your authority to stand up and present your ideas. But you will have to convince them – quickly – that you are worth listening to. They owe you no loyalty and will waste no time in giving you the benefit of the doubt. So best behaviour is required here – always.

Remember though, that whoever your audience is, they are just ordinary people like you. And they will be willing you to succeed. No onelikes to be involved in a failed presentation either as an audience or presenter. Even if they are strangers they will give you support.

4. Rehearsal

Yes, to deliver a good presentation you will need to rehearse. It is essential to have a full run through in order to:

- co-ordinate speaking and visual aids
- identify problems before the big day
- be aware of the strengths and weaknesses of your material.
5. Stage fright

Nervousness is an inevitable component of learning to give presentations. If you have never spoken in front of an audience before, it is worthwhile spending a little time coming to terms with how you will be feeling on the day.

It helps to know that stage fright is really based on an irrational idea that we won't be able to measure up to some abstract but immeasurably high standard of performance. Somewhere, we say to ourselves, there are 'perfect' presenters, and our efforts will be minuscule in comparison. You start to think only about what others might think of your presentation skills, and in the process, you forget what the real purpose of your presentation is.

The following two points will help you deal with stage fright.

a. Accepting stage fright.

You are not alone! Everyone feels the same way, at least initially. Admit you feel scared – to yourself – but have the assurance that your preparation has been the best it can be. Remember there are no 'perfect' presentations. There are just competent, interesting and informative presentations. Yours can be one of them.

b. Thinking about why you are presenting.

What is your message? What information have you got which others might be interested to hear? This is what to focus on, rather than the superficial impression you might make.

UNIT 11: DELIVERING YOUR PRESENTATION

1. Dos and Don'ts

This is your big moment. Before you actually open your mouth, however, think about some of 'dos' and 'don'ts' of presentation delivery.

a. Don'ts

   Anything which reduces audience involvement is a no-no. This means that you must never do the following:
   a. Mumble – why speak at all if they can't hear you?
   b. Gabble – time your delivery so that you can take it easy
   c. Shout – you'll sound angry and they'll get annoyed.
   d. Be sarcastic – this is no way to deal with your nerves.

b. Dos

   Focus on the positive aspects of keeping your listeners with you.
   a. Keep audience eye-contact – glance up and around regularly.
   b. Explain – be clear and logical.
   c. Intrigue – pose interesting questions.
   d. Keep it personal – let them see and hear you.
   e. Dramatisse – play up your strengths in material and style.
   f. Get people moving – ask for volunteers, build in demonstrations they can do in their seats.
UNIT 12: HANDLING QUESTIONS

1. The importance of opening question session

Questions and answers are an important part of presentations. Why?
Let's backtrack to the purpose of your presentation - to deliver information to a
particular audience. Questions are vital to you as a presenter as an indication of how
successful you were at your job. Inviting questions points out many problems of
omission or uncertainty in what you have just said. And questions obviously give you
an opportunity to correct those problems on the spot.

Audience questions allow you to do the following.

a. Clarify.
   You may think you have explained everything carefully, but your audience may
   think otherwise. Questions allow you to clear up any ambiguities.

b. Add to your information.
   Now may be the time to tell people who ask about some of that material you had
to eliminate before you prepared your presentation.

c. Ensure relevance to your audience.
   You have had the floor quite a while. Questions tell you whether you pitched
your material at the right level. Audience questions will tune you into their
specific concerns.

d. Empower your audience.
   We previously mentioned your authority and control in the presentation. Now is a
good time to turn the tables. Your audience has been listening to you, now it's your
turn to empower them to speak.

e. Show your knowledge.
   Yes, being able to answer audience questions shows that you have the security
and knowledge to open the situation up potentially to any question.

f. Uncover disagreement.
   Straightforward questions and answers are a better way of dealing with
disagreement than ignoring it and hoping it will go away. Your presentation may
not have been especially controversial, but even apparently neutral topics
cause rousing reactions in audiences.

2. Types of question

Not all questions from the audience will be straightforward seeking for information.
There are several reasons why people ask questions apart from this. Being aware of
the possibilities should make you better able to handle different types of question as
they arise.

a. The genuine question.
   This is where the audience is simply looking for additional information or
   clarification of your subject matter.

b. The competitive question.
   Some people feel they must compete with the person in the spotlight or in
   authority. The question is an attempt to challenge your authority - usually by
   attempting to probe aspects of the subject you don't know.

c. The member of the opposition.
   This is where the questioner stands up and asks about something diametrically
   opposite to your main theme.

d. The relentless question.
   Some people never give up, and will be unhappy with your answer no matter what
   you say. They are often looking for a plain confirmation of their own views rather
   than an exchange of information or ideas.

e. The limelight-stealing question.
   This is where a member of the audience takes the chance to grab the attention of
   the group to make a public statement of his or her own. The content of the
   question has little or nothing to do with what you have just been presenting.

3. Task 1

How would you classify the following 'questions' using the list of possibilities
above? Write the letter (a-e)

a. Could you tell me a little more about ...?
   b. I think you're absolutely wrong about ...
   c. Are you familiar with the seminal work of ...
   d. I don't understand what you meant by ...
   e. Your presentation reminds me of ...

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4. Handling questions

Now that you are aware of the potential nasties which may lie in wait during question time, we can describe some possible ways to handle them.

Handling direct and genuine questions should cause you little trouble. Give what information you have, and if you do not know, say so. You can follow up with an offer to find out if you can, and get back to the questioner.

Handling the devious question is made easier by realising that you do not have to accept the question as asked. Although we are strongly conditioned to answer questions asked of us, you can rephrase the question posed by an adversarial member of the audience. You take back some of the power you have relinquished to the audience.

For example, if a question above, you might respond,
*I can see that you are interested in my sources and references. I have a list of reference material which I will be happy to give you when we have finished... etc.*

Some general tips for handling any type of question:

a. **Listen carefully to what the questioner is saying.**
   
   Above all, don't begin your answer before he or she has finished asking the question, even if you think you know exactly what he or she is going to ask.

b. **Clarify the question if you are unsure.**
   
   Asking questions is as skillful as answering them. Not everyone is able to phrase his or her question accurately, and often questioners are nervous about speaking out, too.

c. **Complement the questioner.**
   
   Particularly if he or she has asked an interesting question. Avoid the patronising tone at all times, though.

d. **Treat all questioners with respect.**
   
   Some people will have missed out on vital information presented. Don't attempt to humiliate them by pointing out that their question has been answered by what has already been said.

5. Task 2

What questions do you anticipate from your audience after your presentation?

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