

# **English for Study Purposes**

## **Unit 3: Oral Presentation and Listening**

## **Student's File EFSP 3.1 Oral presentations**

In this part we will take a quick look at some of the things that can go wrong with an oral presentation. Read the passage and look at the note-card. Discuss whether you think Chris has used it wisely.

# **Stop Crime Yourself!**

It's easy to get very discouraged if your job is to cut down the amount of robbery in society. If crime figures go up, everyone criticises the police for not doing enough, and complains about schools not giving youngsters moral values and so on.

Crime, however, takes two. You need a thief, and you need a victim. Reducing the number of thieves may not be so easy, but reducing the number of victims should be a lot easier, but only if they'll help themselves.

Take shops for a start. Shopkeepers want people to buy their goods, so they carefully put them in easy reach. They beg us to wander in and look at the goods. Shop assistants are costly, so the customer is given as much freedom as possible. It does not cost the supermarket anything for us to walk around examining goods and putting them in our trolleys. Even gold shops with all that valuable, easy-to-take away gold and jewellery have wide-open doors and not-so-secure glass display cases.

Then what about ordinary people? Do you know of people who leave their wallets and valuables lying around? You probably do it yourself! Have a look around most houses or offices and, you will soon see ways in which security could be improved without any great expense. The truth is that most of us are careless, and easy victims.

In Amsterdam, the city council has found a new way to try and shock people into being careful on the streets. It has employed and trained a handful of people to be pickpockets. They look for easy victims, steal their valuables, and then return them, showing their police authorisation, apologising, but suggesting the victim should have been much more careful.

Perhaps the idea should be expanded. If the government employed people to break into our homes, offices and stores, perhaps we'd realise how easy it is, how lucky we've been, and how careless we are.

## Student's File EFSP 3.2 Notecard

### *Stop Crime Yourself*

*It's easy to get discouraged if your job is to cut down the amount of robbery in society. If crime figures go up, everyone criticises the police for not doing enough, and complains about etc.*

*Crime takes two.*

*Tell story about Joe. \$5,000.*

*Shops - want us to buy goods so they put them/ easy reach.  
We look/ no assistants/ walk around/ put goods in trolley.*

*Gold shops. Not much security.*

*Ordinary people. Wallets. Windows.*

*amsterdam: the city council has found a new way to try and shock people into being careful on the streets. Employed people pickpockets.*

*victim should be more careful.*

*Opinion?*

**Student's File EFSP 3.3 Listening 1** 

**Notecard Practice**

Now listen to the tape a couple of times. Chris' presentation has some strengths, but many weaknesses. Make a list of the ways in which Chris could improve things and get a higher mark.

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Now make your own 1.5-2 minute presentation. You may have 10 minutes for preparation.

Note Card

## ***Student's File EFSP 3.4***

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# **Too much schooling?**

Some business leaders are worried that Hong Kong's young people are too interested in academic qualifications. This surprising fact emerged from a meeting of businessmen last week to discuss the manpower needs of business over the next few years.

“Of course, we need lawyers, engineers, accountants and so on”, said Mr. Samuel Lai. “But we also need people who can set up small new businesses, people who leave school fairly early, go to work, spot opportunities and build up new markets and companies. Many of the people who made Hong Kong so prosperous weren't highly educated. I think a few years' work experience is of much more use than a few poor A levels.”

Not everyone agreed with Mr. Lai's view, though many said that young people seemed to have forgotten that there is a lively and useful world outside schools and universities. Too many wanted to go on studying not because there was one special qualification they wanted, or because they had a natural talent for and interest in a particular subject.

“What Hong Kong needs is young people with good language skills”,

commented one personnel manager. Students should concentrate on becoming really good at English and Chinese. There is a huge demand in business for people who can communicate accurately and fluently. The more Hong Kong becomes a centre for finance and communications, the more we will need people with good language skills.”

A representative for the Curriculum Development Council said that she thought education was for more than purely economic purposes, and that schools should be continually looking for ways in which to help young people develop their own potential and experience personal growth.

“Certainly the demand for education seems likely to continue to grow with more and more parents wanting their children to enter form six and go on to tertiary education. First degrees were once regarded as sufficient for life, but now masters degrees are more and more common. The trend towards starting work later could cause manpower problems for some sectors of the economy,” said Professor Leung of HKU.

## **Student's File EFSP 3.5**

### **What goes wrong with Listening?**

Many things can go wrong when we are listening. Speakers may have unusual accents, or speak very quickly; our vocabulary may be very limited so we miss a lot of meaning. We cannot do much about these, except increase our exposure to spoken English. In examination terms, though, we can improve our performance by being much more careful about the way we answer questions. Often candidates seem to have heard and understood, but very poor grammar, carelessness, misspellings, lack of attention to detail and inability to think steadily make what they write insufficient to get a mark. Throughout the Use of English Listening Test we are given time to prepare to answer, and time to make our answers clear for the marker. This unit tries to help you think about how to use this time to the greatest advantage.

#### **A.**

Now go through these listening questions and decide what sort of answers they demand. The first few have been done as examples for you.

### **Listening 2: Charitable Trust Committee Meeting**

#### **Situation**

The Broader Horizons Trust is a charitable organisation that spends its money on educational and cultural activities which might broaden people's horizons and experience of life. The Trust is run by a committee, which is going to have its first meeting of the year. You will sit in on the meeting and take notes on what the members will say.

## Student's File EFSP 3.5 (cont...)

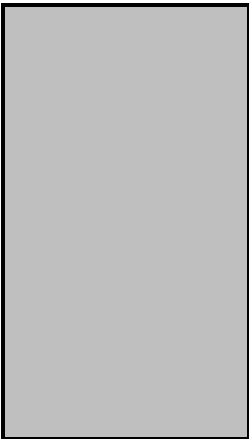
### What goes wrong with Listening?

#### 1. The agenda

- (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_  
 (iii) \_\_\_\_\_  
 (iv) \_\_\_\_\_

*This will consist of a list of phrases; e.g. Elect new chairman/ election of new chairman. Later questions may give clues. Meetings often end with "Any Other Business."*

#### 2. The committee

- (I)
1. \_\_\_\_\_
8. \_\_\_\_\_
7. \_\_\_\_\_
6. \_\_\_\_\_
2. Miss Daisy Lam
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
- 

**\*=new.**

*Study examples. The answer should be title (Miss, Mr, Mrs, Dr, etc.) followed by two names. Some will be new and need an \*. Remember capital letters. Mark directions.*

## Student's File EFSP 3.5 (cont...)

### What goes wrong with Listening?

(II)

	Career	Organisation
1	businessman	N.K.
2		
3		
4		
5		
6		
7		
8		

*First column must be a profession. i.e. not 'medicine' but 'doctor'. Organisations need capital letters.*

N.A.= not applicable - may work for self

N.K.= not known - not on the tape

### 3. The Scheme

How long: \_\_\_\_\_ *(needs a unit such as months)*

Number involved: \_\_\_\_\_ *(Use figures)*

### 4. Question to Chairman: *(will need to summarise. Just record main point now.)*

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### 5. Reply *(describe a process stage by stage. Note form of answers - present tense verbs. No subject 'We'.)*

(i) \_\_\_\_\_  
Reason

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(ii) \_\_\_\_\_

(iii) schools nominate students

(iv) \_\_\_\_\_



**Student's File EFSP 3.5 (cont...)**  
**What goes wrong with Listening?**

- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vii) \_\_\_\_\_
- (viii) select the best 35 \_\_\_\_\_

**6. Criteria**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

**7. Speaker's question to chairman**

\_\_\_\_\_

**8. Response**

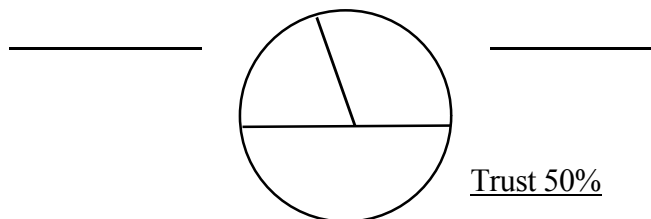
\_\_\_\_\_

Reason:

\_\_\_\_\_

\_\_\_\_\_

**9. Who pays**



**Student's File EFSP 3.5 (cont...)**  
**What goes wrong with Listening?**

**10. Trip I**

To: \_\_\_\_\_

Sponsor: \_\_\_\_\_

Activities:

(i) \_\_\_\_\_ in \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_ in \_\_\_\_\_

Value of (iii) \_\_\_\_\_

Extra help: \_\_\_\_\_

Fund: \_\_\_\_\_

For: \_\_\_\_\_

**11. New speaker's attitude**

\_\_\_\_\_

**12. Trip II**

To: \_\_\_\_\_

Sponsor: \_\_\_\_\_

Activities:

(i) \_\_\_\_\_ in \_\_\_\_\_

(ii) \_\_\_\_\_ in \_\_\_\_\_

Purpose of (ii) \_\_\_\_\_

Fund: \_\_\_\_\_

**13. Trip III**

To: \_\_\_\_\_

Difference: \_\_\_\_\_

Question to Mrs. Ng: \_\_\_\_\_

Reaction of Mrs. Ng: \_\_\_\_\_

## **Student's File EFSP 3.5 (cont...)**

### **What goes wrong with Listening?**

Reasons:

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

Sponsor: \_\_\_\_\_

Activity: (i) \_\_\_\_\_ in \_\_\_\_\_

Speaker's alternative: \_\_\_\_\_

Fund: \_\_\_\_\_

#### **14. Trip IV**

To: \_\_\_\_\_

Sponsor: \_\_\_\_\_

Activity: \_\_\_\_\_

Purpose: \_\_\_\_\_

Fund: \_\_\_\_\_

#### **15. Miss Lam**

Trust's capital: \_\_\_\_\_

Proposal: (general) \_\_\_\_\_

(specific) \_\_\_\_\_

#### **16. Attitude of next speaker**

\_\_\_\_\_

Suggestion: (general) \_\_\_\_\_

(specific) \_\_\_\_\_

#### **17. Next speaker's suggestion**

\_\_\_\_\_

Now that you have focused on what sort of answers are needed, look at Chris Wong's answers. Do they actually answer the questions? Do they make sense? Are the right units filled in? Are capital letters used? Do the answers actually make sense? Are abbreviations easily recognised standard ones? Are common words spelt properly?

Analyse the answer with your partner or group.