

Present Yourself 2
Viewpoints

Teacher's Manual

Steven Gershon



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Contents

Plan of the Student's Book	iv
Introduction	vi
Teaching notes	
Getting ready	2
Unit 1 A motto for life	7
Unit 2 Young people today	14
Unit 3 Dream vacation	22
Unit 4 How the world works	30
Unit 5 In my opinion	37
Unit 6 In the news	44
Photocopiable resources	
Language summaries	52
Outline worksheets	58
Peer evaluation form	64
Assessment form	65
Student's Book audio scripts	66

Plan of the Student's Book

	Preparing to present	Introducing a classmate	
Getting ready pages 2–7	Doing a survey to get to know classmates Learning about the steps for a presentation	Completing a brainstorming map Learning about the organization of a presentation Listening to a classmate introduction	
Unit	Topic focus	Language focus	Organization focus
1 A motto for life pages 8–19	Discussing people's mottoes Talking about personal values	Explaining the meaning of a motto Relating a motto to a past experience	All units include focusing on brainstorming ideas and creating an outline for a presentation.
2 Young people today pages 20–31	Talking about survey topics, questions, and results Surveying classmates	Describing a survey Reporting survey results	
3 Dream vacation pages 32–43	Discussing types of vacations Planning the perfect vacation	Talking about vacation destinations Talking about activities and accommodations	
4 How the world works pages 44–55	Taking a trivia quiz Talking about process topics	Introducing a process presentation Explaining a process	
5 In my opinion pages 56–67	Discussing issues Completing an opinions survey	Relating an issue and expressing an opposing opinion Supporting opinions	
6 In the news pages 68–79	Talking about news headlines Words to describe news stories	Introducing news stories Talking about details in news stories	

Presentation tips		My classmate introduction
An introduction to what good presenters do		Preparing and giving a classmate introduction
Presentation focus	Presentation skills focus	Present yourself!
All units include focusing on the introduction, body, and conclusion of a presentation, and listening to a model presentation.	Making and using presentation notes Tip: Making eye contact when speaking	Brainstorming ideas Creating an outline Giving a presentation about a personal motto
	Explaining visual aids Tip: Using visual aids effectively	Brainstorming questions and doing a survey Creating an outline Giving a presentation about the survey results
	Asking lead-in questions Tip: Timing and intonation of lead-in questions	Brainstorming ideas Creating an outline Giving a presentation about a dream vacation
	Inviting audience questions Tip: Answering audience questions	Researching a process Creating an outline Giving a presentation about the process
	Emphasizing an opposing opinion Tip: Using body language to emphasize an opinion	Brainstorming ideas Creating an outline Giving a presentation about an important issue
	Leading a group discussion Tip: Encouraging audience participation	Researching a news story Creating an outline Giving a presentation about the news story

Introduction

Present Yourself is a presentation skills course for adult and young adult learners of English. The book takes a process approach to giving presentations and combines careful language control with communicative activities that are familiar to students. *Present Yourself* offers students an opportunity to develop the life skill of talking about topics to an audience outside the language classroom.

Present Yourself 2, Viewpoints is intended for intermediate students and focuses on giving presentations that express an opinion or point of view. It can be used as a main text in a presentation skills course, in the context of a general conversation course, or as a component in speaking or integrated-skills classes.

About the book

Present Yourself 2, Viewpoints focuses on topics that encourage students to speak about points of view beyond their personal experiences. The book includes six main units and one introductory unit. The introductory unit acquaints students with the process of planning a presentation, and offers an entry point to giving a presentation by having students introduce a classmate. Each of the six main units guides students through the entire presentation process with engaging speaking activities, focused listening activities that provide relevant topic input, and clear functional language support that targets both vocabulary and useful sentence patterns. Moreover, the core of each unit provides a complete model presentation that students use to help them construct their own presentations based on that unit's topic.

The topics of the six main units are loosely graded by level of difficulty, from presenting survey results in Unit 2, to explaining a process in Unit 4, to talking about a news story in Unit 6. However, as we all know, every class is different, so feel free to pick and choose units according to your students' interests, class level, and available time.

Present Yourself follows a carefully designed process approach. It recognizes that an effective presentation is the result of an individualized process involving a number of related phases. In *Present Yourself*, emphasis is placed on guiding students through the presentation process step by step. The basic elements of this process are, to a large degree, responses to essential questions, from *What do I talk about?* and *Who is my audience?* to *What language and vocabulary do I need for this topic?* to *How do I structure my presentation?* to *What's the best way to deliver my presentation?* And finally, *What changes should I make so my presentation is better next time?*

The aim of this process approach is to provide students with a set of transferable tools within a practical framework that will help them to brainstorm, prepare,

organize, deliver, and evaluate their own presentations, whatever the topic and purpose. To this end, each unit of *Present Yourself* focuses on a presentation topic and guides students through the entire presentation process, lesson by lesson, thereby continually reinforcing the steps and making the framework more and more familiar.

Unit organization

Getting ready

Getting ready is an introductory unit that gives students an opportunity to get to know their classmates so that they will feel more comfortable when they give their presentations in class. The activities help students think about the steps in the process of planning a presentation. They listen to a simple model of a classmate introduction presentation and are gently guided through the process of planning their classmate introduction presentations, which they practice and then give in small groups.

How a unit works

Each main unit of *Present Yourself 2, Viewpoints* contains six lessons to guide students through the process of building an effective and engaging presentation. Each of the lessons, with the exception of the first lesson, builds on the previous one to provide students with the necessary skills to create and deliver their own presentations. Students finish by completing the corresponding **Self-evaluation form** at the back of the book.

Topic focus

This lesson helps students to think about the topic and what they already know about it. The activities introduce useful topic-based vocabulary and encourage students to interact with each other through surveys, questionnaires, quizzes, and interviews. When students finish this lesson, they will have generated ideas that they can use later in the unit when they begin to plan their own presentations.

Language focus

This lesson encourages students to notice useful target expressions and sentence patterns they can use to talk about the unit topic. Students also listen to different speakers use the target language in the context of giving a presentation, and perform task-based listening activities. Students consolidate the target language through a semicontrolled speaking activity at the end of the lesson.

Organization focus

This lesson teaches students how to select ideas from a brainstorming map and organize them into a presentation

outline that includes an introduction, a body, and a conclusion. Students are asked to notice which ideas from brainstorming notes have been included as main topics in an outline and to complete the outline with additional notes. Finally, students have an opportunity to listen to the complete presentation as they check the completed outline.

Presentation focus

In this lesson students focus on a model presentation written from the outline in the **Organization focus**. Students focus on the introduction, body, and conclusion of the presentation to see what information is included in each section. While looking at a cloze version of the model presentation, students predict the items to complete each section. They then listen to the complete presentation and check their answers.

Presentation skills focus

At this stage of the unit, students are ready to focus on a specific linguistic or physical skill related to the actual delivery of their presentation. In each unit the presentation skill is first presented visually. The activities vary depending on the presentation skill, but in every unit students observe the presentation skill in action, and then they have an opportunity to practice the presentation skill with a partner, or in a group, in a controlled speaking activity.

Present yourself!

In the last lesson of the unit, students plan, organize, and give their own presentations based on the unit topic. First, students brainstorm ideas for their topic and create an outline for their presentation. Then they practice on their own before giving their presentations to the whole class or in a group.

Self-evaluation forms

The **Self-evaluation forms** on pages 80–85 of the Student's Book may be used at the end of each unit, after students have given their presentations. These forms allow students to reflect upon and evaluate their own presentations in terms of preparation, content, and delivery. Students write comments about what they did well and ideas to help themselves improve in the future. As the forms are intended for students' own use, it is not necessary to collect them. However, you may want to do so after students have completed the forms and respond with your own written comments. Have students look back at the **Self-evaluation form** from the previous unit before they begin planning each successive presentation.

Course planning and flexibility

Present Yourself has been designed to be used in a variety of teaching situations. The six main units in each level are arranged roughly in order of gradually increasing challenge, both in terms of language and presentation

skills. However, the presentation topic of each unit is completely independent from other units and can easily stand alone. Therefore, although it might be ideal to cover all the units in order, feel free to cover the units in any order you think will most benefit your class. Moreover, if you have limited time, large classes, or lower-level students who need more time to fully cover a unit, feel free to skip over any units that you don't have time to cover. You may also choose to have students study only the **Presentation skills focus** lesson of units that they don't have time to fully cover in class. This would give students the full range of presentation skills that they can use for the presentation assignments you choose to include.

Lesson planning

Each main unit of *Present Yourself* represents a series of linked lessons, beginning with the **Topic focus** and ending with the **Present yourself!** lesson. For 90-minute classes, if each unit lesson is covered fully in class, it will take five to six classes to bring students to the point where they prepare and give their own presentations based on the unit topic. However, every class is different in terms of the interests and levels of students, as well as the available time for the course. Therefore, *Present Yourself* offers the flexibility to increase or decrease the amount of time spent on each unit. This can be done in a number of ways:

Expanding the time spent on each unit

- Have students submit their presentation outlines or even a full first draft of their presentations for feedback from you or their classmates before giving their presentations. This will effectively add a useful revising or editing phase or lesson to the presentation process.
- When working on the final **Present yourself!** lesson, have students complete all the brainstorming, planning, and preparation for their presentations during lesson time. This will allow you to oversee and offer help during the entire planning phase. You could also spend some time during this lesson reviewing the presentation skills from the **Presentation skills focus** lessons in previous units.
- Once students have completed the planning and preparation for their presentations during the **Present yourself!** lesson, set up a "rehearsal" lesson during which students can practice their presentations in small groups. This will allow students to get informal feedback from their classmates, make changes to the content, and work on their delivery before giving their presentations more formally in front of the whole class.
- If equipment is available, you may choose to record or videotape all or a select number of student presentations. Then, after students have given their presentations, set up a postpresentation evaluation session, with students watching selected presentations while you elicit their perceptions of the main strengths

and weaknesses of the presentations as a whole. Alternatively, this follow-up evaluation session could be done from memory, without video, either as a whole-class activity or in small groups, with each group reporting back to the class at the end of a discussion period.

Limiting the time spent on each unit

- With students at a higher proficiency level, skip one or more of the activities in the **Topic focus** and **Language focus** lessons. This would mean that these two lessons could be combined and covered in one lesson instead of two.
- Have students do the **Organization focus** lesson (completing the brainstorming notes and presentation outline) as homework. Then, the next time the class meets, you can spend a little more time checking students' answers before moving on to the **Presentation focus** lesson.
- While covering the final **Present yourself!** lesson, have students do either some or all of their presentation planning as homework. This means that students will complete the **Presentation skills focus** lesson in class, and then the next time the class meets, students will give their presentations.
- Any or all of the student presentations may be done in small groups of four to six students rather than in front of the whole class one student at a time. For example, with a class of 30 students, there could be 5 groups doing their presentations at the same time. This means that the whole class could complete their presentations within one lesson and still have time for a follow-up feedback session. This format makes detailed grading and feedback for each individual student more difficult. You may choose to do the presentations in one or two of the units in this format, while giving more detailed individual feedback and grades to each student for the remaining presentations that they do in front of the whole class.

General teaching tips

Maximizing English in the classroom

Although *Present Yourself* focuses on developing students' presentation skills, it is also important to see the course goals as improving students' general communicative competence. Many of the activities, particularly in the **Topic focus** and **Language focus** lessons, directly address these communicative aims. However, there are also many other opportunities during a lesson to maximize and extend the students' functional use of English. Aside from using English as much as possible for simple classroom instructions, explanations and procedures, you can encourage students to use English when asking you for language help and when talking to each other while doing activities. A good way to do this is to provide some useful classroom expressions at the beginning of the course and

then spend a little time getting students to practice them. Here are some examples:

Getting help:

What does (word) mean?
How do you spell (word)?
How do you pronounce this word?
How do you say (word) in English?
Can you play it / the CD again, please?
Can you turn it / the CD up, please? (I can't hear it.)

Finding a partner for pair work:

A: *Do you have a partner?*
 B: *No, not yet.*
 A: *OK, let's work together for this activity.*

Forming groups:

A: *We need one / two more in our group.*
 B: *OK, can I join your group?*

Comparing answers:

A: *What did you get for (number 1)?*
 B: *I got (answer). How about you?*
 A: *I got (answer), too.*
 or
I don't know the answer.

Deciding the timing for activities

Although suggestions are given in the unit teaching notes for how long activities may normally take to complete, every class is different. Therefore the timing of each activity is flexible, depending on the program syllabus, the level and interest of students, and your goals as a teacher. Activities can be shortened if necessary, or extended by utilizing all the optional warm-up and follow-up ideas offered in the unit teaching notes. In general, it is helpful to let students know how much time they will have to complete an activity, and then to let them know when they have one or two minutes left.

Giving students "thinking time"

When new material or a new activity is introduced, students need time to think before they can be expected to respond. This is particularly important for lower-level or less confident students. The unit teaching notes always suggest that you read the activity instructions aloud first. This is to give students time to absorb what they are being asked to do. It is also a good idea to give students enough time to look at the pictures, scan the questions in charts, digest the language in boxes, or read the model language before asking them to carry out the activity or respond orally. By being attentive to students' facial expressions and body language, you will usually know when most of the class has had enough time to absorb the material and is ready to move on with the activity.

Using visuals (pictures) to activate schema

The Student's Book contains many pictures that introduce the topic of each unit. Visuals can go a long way in helping students to activate their schema – that is, to build on their

background knowledge about the topic. This is especially important during brainstorming and planning stages, as well as during prelistening activities. It is always helpful to give students a few minutes to take in a picture fully, mentally describe what is in the picture, and then share their ideas with a partner. There are many ideas in this Teacher's Manual's unit teaching notes to help you exploit the pictures in the classroom.

Checking answers in pairs

The unit teaching notes often suggest that students should be encouraged to share their answers with a partner before you elicit answers from the whole class. This will help to create a more interactive and collaborative class atmosphere. It will also allow lower-level students to be on a more equal footing when you elicit answers from the whole class, especially for listening activities. The first few times students do this, you may want to refer them to the relevant functional expressions from the *Maximizing English in the classroom* section on page viii.

Modeling activities and language

To help students understand and respond to activities, the unit teaching notes often ask you to model the activity or target language. The purpose is not to give students sentences to memorize, but rather to show how to do the activity. Modeling an activity with one of the higher-level students in the class is a useful, efficient way to demonstrate how an activity works. Remember that showing is always much more effective than telling. As the English saying goes, "A picture is worth a thousand words."

Forming pairs and groups

Many of the activities in the Student's Book are for pairs or groups. Students should not always work with the same partner or group. Instead, you can manage the speaking activities so that students move around and talk to different classmates. Getting students to talk to many different classmates will not only help to reinforce their English but also make the lessons more interesting. One way to have students change partners is simply to have every other row of students turn around to face the row behind. Or you can have students rotate in different directions. If students are seated around a large table, they can simply rotate positions around the table. You may also have students simply stand up and move around the room to find a new partner who is not normally seated near them. The first few times students do this, you may want to refer them to the relevant functional expressions from the *Maximizing English in the classroom* section on page viii.

If an activity requires pairs or even-numbered groups, but there is an odd number of students in the class, have one student share the role of another student, each taking turns to respond to their partner. Alternatively, you could be the partner of the extra student, though this will make monitoring other students more difficult.

Monitoring and helping

The unit teaching notes frequently suggest that teachers monitor students' activities. This is to make sure students remain on task and to help individual students, pairs, or groups that are having difficulty. It also helps get a sense of when most of the students have finished an activity. To monitor effectively, it's a good idea to move around the classroom, sitting or standing near pairs or groups and checking that they are doing the activity correctly and using appropriate language. If students are working too slowly or having difficulty expressing themselves, you can briefly join in the pair or group activity. Alternatively, you can pause the activity to explain or model the activity again, before moving on to a new pair or group. You may also choose to keep notes, in a notebook or on a seating chart, about the strengths and weaknesses of particular students in case they need extra help. You may also want to jot down notes about particular activities for future reference.

Using note cards

When making a presentation, students often try to memorize their full presentation. This is understandable, especially when speaking in a second language. However, if they forget one small part, or even a few words, of their "script," they can quickly become paralyzed, with their mind completely blank, while silently trying to remember what comes next.

To avoid this frightening situation, students often want to write out the full text of their presentation on a piece of paper, word-for-word, to have in front of them when they are presenting. Once again, this is understandable. However, when students have the complete word-for-word text in front of them, they tend to read out large chunks of the text from the paper – with their eyes cast down, locked onto the paper instead of the audience. Moreover, their voice takes on a monotonous, flat, "reading" intonation that effectively puts the audience to sleep.

It is therefore a good idea, from the beginning of the course, to encourage students to make note cards to follow when they present. You can specify the maximum size of the note cards that students may use and encourage them to include the main points and bulleted details on the cards. You may also want to show the students examples of note cards with key points highlighted in color or underlined. Speaking from notes is a valuable skill, and the more students practice this skill, the more comfortable they will be with it – and the more effective their presentations will be.

Dealing with nerves

Almost everyone gets nervous when speaking in front of a group. This is natural, even for native speakers. Students will most likely be a little anxious at the beginning of the course, especially if they don't know each other very well. It is therefore vital to create a comfortable, nonthreatening, collaborative learning environment, with a lot of encouragement and praise for the students' efforts. You can

also help to decrease this initial anxiety by doing plenty of ice-breaking “get-to-know-you” activities in the first few lessons. This will “lighten” the class atmosphere and encourage students to view their classmates as a friendly, supportive audience for their presentations. *Getting ready*, the introductory unit of **Present Yourself**, contains ice-breaking activities to serve this purpose. You are also encouraged to add your own favorites.

When it comes time to give their presentations, most students will no doubt suffer some stage fright. There are a number of ways to help students deal with this:

- Make sure students realize that some nervousness is completely normal when speaking in public. You may want to have students practice their presentations in small groups first, allowing them to build confidence by practicing in an informal environment.
- Deep breathing can also be used to help decrease nervousness. Taking a few deep breaths silently just before beginning to speak is a great way to calm nerves and start with a strong voice. When students are preparing their first presentation, have them practice walking to the front of the room, facing the class, and taking two or three deep breaths before saying their first sentence. A simple reminder to take a few breaths before each presentation should help students deal with nerves.
- Have students stand up straight with a confident posture and practice making eye contact with their classmates. A confident posture translates into a confident speaker.
- Encourage students to speak slowly and calmly. When nervous, people tend to speak quickly, as if they want to finish as soon as possible. Having students practice speaking calmly also helps reduce nervousness.
- Depending on your students’ personalities, you may also want to encourage them to add a little humor to their presentation. Getting some smiles or a laugh from the audience toward the beginning of a presentation does a lot to calm nerves and build confidence. Humor is a great ice-breaker!
- Most important, let students know at the beginning of the course that good, solid preparation and practice is the very best way to decrease their nervousness about presenting. The more prepared they are, the more confident they will feel presenting to an audience.

How to use this Teacher’s Manual

This Teacher’s Manual contains the following materials:

- Step-by-step teaching notes for each unit in the **Present Yourself 2, Viewpoints** Student’s Book
- Language summaries
- Outline worksheets
- Peer evaluation form
- Assessment form
- Student’s Book audio scripts for all recorded listening activities

X Introduction

Unit teaching notes

Each Teacher’s Manual unit begins with a brief overview describing the aims of each lesson of the corresponding Student’s Book unit. In addition to detailed teaching instructions for each activity, the unit teaching notes contain lists of useful vocabulary and language that students will encounter in the activities, as well as helpful teaching suggestions and tips for explaining specific grammar points and cultural references.

Language summaries

There is one photocopiable **Language summary** on pages 52–57 for each corresponding unit in the Student’s Book. These summaries list the important words, phrases, and expressions from each lesson, as well as helpful language students will need to use in their presentations. You may want to hand out a copy of the unit’s **Language summary** to each student before you begin the **Present yourself!** lesson in each unit. Encourage students to review the vocabulary and to refer to the helpful language as they plan their presentations.

Outline worksheets

The photocopiable **Outline worksheets** on pages 58–63 of this Teacher’s Manual are designed to be used in class while students are giving their presentations. Students take notes on their classmates’ presentations, which allows them to actively engage in the presentations as they listen. The worksheets help students focus on the content of the presentations, and the process of taking notes helps students listen intently for details and retain the information they hear. Each worksheet follows the same structure as the planning outline in the **Present yourself!** lesson of the corresponding Student’s Book unit, so students will be familiar with the organization and topics.

Using the Outline worksheets

- Before students give their presentations, decide how many **Outline worksheets** each student will complete. You may want to limit the number to two or three presentations.
- Have students draw names to decide which classmates’ presentations they will take notes on. Alternatively, allow students to choose the presentations on their own.
- Hand out the appropriate number of copies of the worksheet to each student in the class.
- Have students read the topics on the worksheet and explain that they should complete the outline with details from the presentation as they listen. After the presentation, they should complete the last section of the worksheet: *Something else I’d like to know about the topic.*
- Collect the worksheets after all students have given their presentations. You may want to hand them back with written comments and count them as an in-class assignment or a participation grade.

Peer evaluation form

The photocopiable **Peer evaluation form** on page 64 is designed to be used in class after students' presentations to give students a chance to learn from the process of assessing their peers' work. It also provides students with an opportunity to receive helpful feedback from their classmates.

Using the Peer evaluation form

- Before students give their presentations, assign each student two classmates' presentations to evaluate. Make sure each student in the class will receive evaluations from two other classmates.
- Hand out two copies of the form to each student.
- Have students read the criteria on the form, and explain that they should listen carefully to their assigned classmate's presentation and then complete the form.
- Have students give their completed forms to the appropriate classmates after all the presentations are finished.
- Encourage students to read their evaluations and to keep them for future reference.

Assessment form

The photocopiable **Assessment form** on page 65 is designed to help you assess students' presentations as you watch them in class. The form is divided into the three main areas students focus on as they progress through each Student's Book unit: preparation, content, and delivery. You may use the form either as a formal assessment tool or to provide students with informal written feedback.

Using the Assessment form

- Before students give their presentations, make one copy of the form to assess each student in the class.
- Familiarize yourself with the criteria on the form.
- As you watch students' presentations, mark the score for each section accordingly (1 = lowest score; 5 = highest score).

- Calculate and write the score out of a possible 40 points in the space provided.
- Use the section at the bottom of the form at the end of each presentation to summarize each student's strengths and make suggestions for future improvements.
- If you choose to assign a formal grade to the presentation, divide each student's score by 40 points to calculate a percentage. For example, if a student's score is 32, calculate $32 \div 40 = 80\%$.

Student's Book audio scripts

The audio scripts on pages 66–72 of this Teacher's Manual correspond to the listening activities in the **Language focus**, **Organization focus**, **Presentation focus**, and **Presentation skills focus** lessons in the Student's Book. Before doing a listening activity with students, you may want to preview the audio scripts so that you can readily answer any questions students may have about the language or content presented. These pages are photocopiable, and you may hand them out to students for in-class or at-home study if you wish.

From the author

I do hope you enjoy teaching *Present Yourself* and that your students find the topics and activities in this course both interesting and useful. I am confident that by the end of the course, your students will be making effective, engaging presentations they can be proud of.

I would be happy to receive any comments about *Present Yourself* that you or your students would like to share.

Best regards,
 Steven Gershon