

On Screen

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A2+/B1



Public Speaking **Skills**

Student's Book



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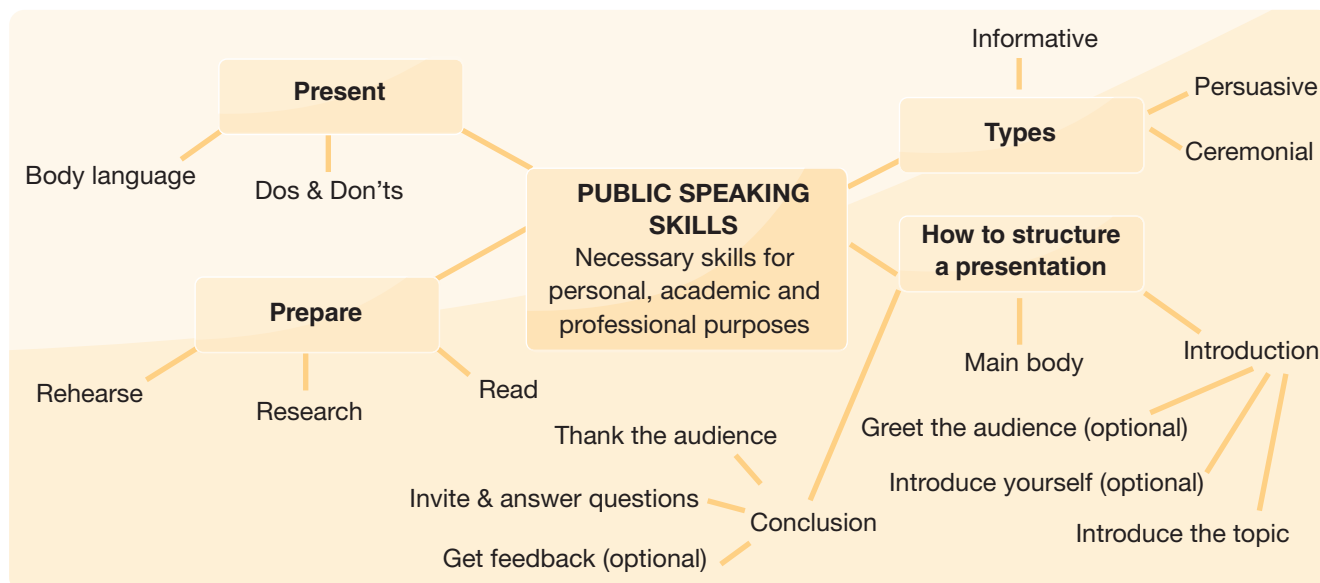
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NOTE: In the model presentations, the way of getting content feedback – when used – appears in a coloured box. This is because getting content feedback at the end of the presentation is optional.

Introduction



What is public speaking?

Public speaking is the act of addressing a group of people in order to describe a place or object, to narrate important events, to persuade, or to communicate ideas. The most common form of public speaking is a presentation.

Types of presentations

There are different types of presentations:

- **Informative** e.g. school presentations, science & technology presentations, business seminars.
- **Persuasive** e.g. in sales, debates, to a group of peers, political speeches.
- **Ceremonial** e.g. graduation, wedding toast.

Public speaking skills are also needed in **interviews** (job & journalism), **project reports** at a meeting, etc.

Purposes of presentations

We give presentations to:

- A describe** a product, an invention, a place, people (e.g. myself, a famous person).
- B narrate** important events (e.g. historical events, natural disasters and their causes/effects, etc).
- C persuade** by presenting arguments for/against an issue, expressing our opinion on an issue, stating a problem & suggesting solutions, political discussions, campaigns, etc.
- D communicate** in panels, debates, conferences, etc.

How to structure a presentation

A presentation consists of a(n):

- **Introduction**, in which we greet the audience and introduce ourselves (if the audience doesn't know who we are) and introduce the topic.
- **Main body**, in which we present the main points.
- **Conclusion**, in which we **summarise** the main points, **invite and answer questions** from the audience and **thank** the audience for listening to us. We can sometimes **get content feedback** from the audience.

Opening/Closing techniques

To **start** a presentation we can:

- 1 **address the audience** by asking a question e.g. *Does anybody know what a fjord is?*

- 2 **use a quotation** e.g. *The British Animal Rights Activist Dr Jane Goodall once said, "What you do makes a difference and you have to decide what kind of difference you want to make." Today we will discuss the difference you can make.*
- 3 **ask a rhetorical question** e.g. *Let me start by asking you this: whose job is it to save the planet? the government's? your parents'? yours?*
- 4 **make a statement** e.g. *Last week we talked about rivers. Today, we'll discuss another landscape feature on Earth. One that is extremely beautiful and unique to some places in the world. Fjords!*
- 5 **narrate a personal or general story** e.g. *A ship is sailing to Africa. Along the way, the ship encounters a storm and crashes on the rocks near an island. Everyone jumps overboard in the hope of saving themselves. But sadly, only one survives and makes it to shore.*
- 6 **set the scene and stimulate emotions** e.g. *Imagine this: a little boy has been diagnosed with terminal leukemia. All he wants in life is to be a policeman. So, his mum, friends and a group of police officers help to grant his wish. This gave the child so much happiness, hope and strength that those involved wanted other sick children to feel the same way too. That was the beginning of the Make-A-Wish Foundation.*
- 7 **use visuals (photos, charts, films, pictures, films, etc)** e.g. *Let me show you this short video clip about the marvellous place we will visit.*
- 8 **use music (a song, soundtrack, etc)** e.g. *Listen to this piece of music. What does it bring to mind?*
- 9 **use humour (a joke, a riddle, etc)** e.g. *Some people say that living on Earth is really expensive. But at least, we all get a free trip around the Sun every year!*
- 10 **use a rhyme or a short poem** e.g. *"Unless someone like you cares an awful lot, nothing is going to get better. It's not."*

To end a presentation we can:

- 1 address the audience** by asking a question e.g. *So, let me finish by asking you this: are you willing to help?*
- 2 use a quotation** e.g. *Just like the environmentalist Robert Swan once said, "The greatest danger to our planet is the belief that someone else will save it."*
- 3 ask a rhetorical question** e.g. *From canoes and horses to steam trains, cars, aeroplanes and space travel, transportation has come a long way. What will the future hold for transportation? Who knows? We will just have to wait and see!*
- 4 make a statement** e.g. *I believe it's simply amazing that something we use on a daily basis, was one of the reasons why civilizations changed forever!*
- 5 narrate a personal or general story** e.g. *When I was a student myself – a long, long time ago – my History teacher used to say that museums bring history to life. That's why I want you all to visit this fascinating museum so as to see history with your own eyes and get a better understanding of our past, but also get a glimpse of the future.*
- 6 stimulate emotions** e.g. *Helping the environment will not only give you a feeling of pride, it will also inspire others to join in the efforts to make the world a better place.*
- 7 use humour (a joke, a riddle, etc)** e.g. *I love reading mysteries, but every book is a mystery if you never finish reading it!*
- 8 ask a 'what if' question** e.g. *What if people turned a blind eye? Well, those kids with serious illnesses and life-threatening conditions would not be able to experience the same hope, strength and joy that all kids deserve.*
- 9 use a rhyme or a short poem** e.g. *And inspired by the famous song, I urge you all to "Heal The World/Make It A Better Place/For You And For Me/And The Entire Human Race".*

Ways to get content feedback from the audience (optional)

After you have presented your points, you can check if your audience has understood your topic. There are several ways to get feedback and check understanding. These are:

- 1 Pop quiz style questions in teams:** Split the audience into two teams (A and B) and ask questions about the presentation topic. e.g. *It's time for a quiz in teams! The team that gets the most answers correct wins! Team A: When was ... built? Correct! Team B: How old is ...?*
- 2 Open discussion:** Invite the audience to share their own similar experiences. e.g. *Would anyone like to share his/her own similar experience?*
- 3 Polling questions:** Ask the audience a question and they answer by raising their hands or standing up. e.g. *How many of you recycle on a regular basis? Raise your hands.*
- 4 Focus groups:** Divide the audience into groups of 3-4 and give questions for them to discuss and report back. e.g. *What do you think was the most interesting idea?*
- 5 Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation. e.g. *Mars is the second planet from the Sun.* If the answer is YES/TRUE,

the participants stand up and if the answer is NO/FALSE, they remain seated.

- 6 Make a list:** Summarise the most important points of your presentation. Write the initial letter of each word/phrase on a slide/a flipchart/the whiteboard. Ask the audience to find the correct words/phrases. e.g. *What can we do to protect the environment? Recycle/Reuse/Save water/Plant trees/Ride a bike to school etc.*

R	ecycle
R	euse
S	...
P	...
R	...

Getting Speaker Feedback

Getting feedback from your audience allows you to develop your public speaking skills and become an effective speaker. You will know exactly what your strong points are and what areas you may need to improve.

You can use the Assessment Form below:

(1 = needs improvement, 2 = good, 3 = very good)

	1	2	3
Content			
Was the presentation interesting?			
Did I learn something new?			
Was the speaker well-prepared?			
Organisation			
Was the presentation clearly organised and easy to follow (introduction – main body – conclusion)?			
Did the speaker use a catchy beginning (hook statement)?			
Did the speaker summarise the main points at the end?			
Was the presentation appropriately timed (not too short or too long)?			
Visual material			
Did the speaker use appropriate visual material?			
Were the slides well-organised?			
Were the visuals/slides/fonts easy to see?			
Delivery of presentation			
Was the speaker confident?			
Did the speaker use a clear voice?			
Did the speaker maintain eye contact with the audience?			
Did the speaker use appropriate facial expressions and gestures?			
What did you like most about this presentation?			
Which aspect(s) of the presentation need(s) to be improved?			

Introduction

Body Language

Body language is very important when you give a presentation. It is part of communication and helps you maintain your audience's attention and interest.

Dos ✓

Remember to be polite and smile.



Stand up straight and maintain eye contact with your audience.



Use appropriate facial expressions and gestures to make your presentation clear.



Don'ts ✗

Don't read directly from your notes.



Don't turn your back to the audience.



Don't fold your arms.



Using Presentation Software

To engage your audience's attention, you can use presentation software, like PowerPoint or Keynote. This way you can support and highlight your message, and make your whole presentation more interesting.

1 Use a simple layout

This will help the audience to follow your presentation easily.



2 Use a title

This will let your audience know what you are speaking about.



3 Use visuals

Visuals capture the attention of the audience and make your presentation more interesting.



4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your slides easier to read.



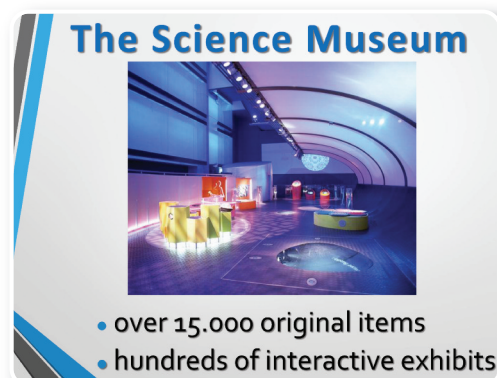
5 Use clear and easy-to-read fonts

The audience will lose interest if they cannot read your slides easily.



6 Use notes rather than long sentences

This will ensure that your audience can understand your points and focus on listening to the presentation rather than reading long sentences on the screen.



Model analysis

Nature's Wonders

Imagine you are a Geography teacher. Give a presentation about fjords to your class.

- 1** a) Read the presentation. Can you identify the purpose of the presentation? (See *Purposes of presentations* on p. 4.)

Last week we talked about rivers. Today, we'll discuss another landscape feature on Earth. One that is extremely beautiful and unique to some places in the world. Fjords!

Does anybody know what a fjord is? ... No? Well, to put it simply, it's a narrow strip of water that goes from the sea into the land, also known as an inlet. An inlet is deep and usually has steep cliffs or mountains along each side, just like in this photo. Because a fjord has deep water, it's home to many magnificent cold-water coral reefs.

What's amazing about fjords is that they were made by glaciers, which as many of you know, are gigantic masses of ice that form during an ice age. What happens is, the glaciers move slowly and make U-shaped valleys in the land as they travel towards the sea and melt. The sea water then fills these valleys, and a fjord is created.

Now, let's talk about where fjords are located. One place is Norway, which has approximately 1,200 of them. In fact, the word 'fjord' is a Norwegian word, which means a place on the water where you can cross over to the other side. Interesting, right? There are also fjords in other places near the poles including New Zealand, Greenland, Canada, Alaska and Chile.

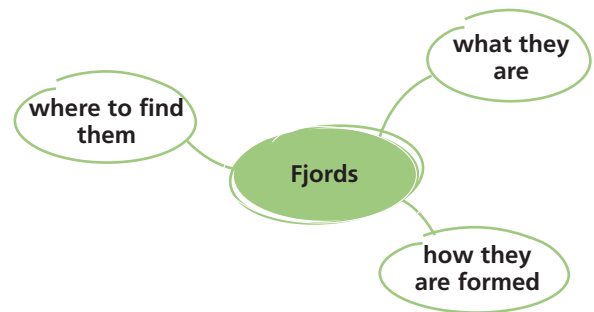
So to recap, fjords are narrow inlets made by glaciers that can be found in countries, such as Norway. For us Geography teachers, however, fjords are one of the unique natural wonders of our world that make it a remarkable place to explore and teach. I'm sure you all agree with me on this one, right?

Now let's play a game. Listen to my statements. If you think the statement is true, stand up. If you think it is false, stay seated. Let's begin! A fjord is a narrow strip of water that goes from the sea into the land. ... That's correct! An inlet is always surrounded by steep cliffs and mountains. ... No, that's false. It is usually surrounded by steep cliffs and mountains, but not always. Fjords are common in Norway. ... Yes, they are. Well done!

Does anyone have any questions? ...

OK, let's now move on to lakes.

- b) Copy the spidergram into your notebook and complete it with information from the model presentation.



- 2** Read the underlined parts in the presentation. Which opening/closing techniques does the speaker use? (See *Opening/Closing techniques* on pp. 4-5.)
- 3** Which technique does the speaker use to get content feedback from the audience? Can you suggest an alternative feedback technique? (See *Ways to get Content Feedback from the Audience* on p. 5.)

Your turn

Nature's Wonders

Imagine you are a Geography teacher. Give a presentation about lakes to your class. (Student's Book, Module 1, p. 16)

Organising ideas

- 4** Research online about lakes. Collect information about: *what they are, how they are formed, where to find them.*

Researching

Tip!

When researching for your presentation, you can use a search engine like Google or Bing to find information in online academic resources (e.g. encyclopaedias, dictionaries, scientific or scholarly journals, official university sites, etc.).



Alternatively you can use printed material from your school or local library (textbooks, reference books, news articles etc.) to find information. (See p. 28 for ideas).

Opening/Closing Techniques

Tip!

To start and end your presentation, you can use one of the techniques you have learnt about in the Introduction (pp. 4-5). Note that it is also possible to combine **two or more techniques** at the same time. e.g. addressing the audience and making a statement: *Did you know there are approximately 117 million lakes on our planet? ... It's true! Researchers counted all the lakes using satellites and advanced technology and came up with this extraordinary number. Let's find out more about them.*

- 5** a) Read the extracts (A & B) from the introductions of presentations about lakes. Each extract uses two or more opening techniques. Can you identify them?

- A** Look at this picture closely. What can you see? A beach by the sea? Well, it isn't. Look again! ... This is a picture of a lake in ... It's beautiful, right? Today we will be exploring these amazing wonders of nature.
- B** Lily pads ... green frogs ... ripples on still water... are some of the words people think of when they hear the word 'lake', aren't they? Well, these are definitely some common features of lakes around the world. But as you will learn today, there is a lot more to these stunning bodies of water.

- b) Read the extracts (A & B) from the conclusions of presentations about lakes. Each extract uses two or more closing techniques. Can you identify them?

- A** For most people though, lakes are much more than areas of water. Just as the essayist Henry David Thoreau wrote, "A lake is the landscape's most beautiful and expressive feature. It is Earth's eye;" Don't you all agree, too?
- B** So you see, people have always been fascinated by lakes because of their unique beauty and serene surroundings. And it is perhaps for these reasons that there are so many myths and legends, stories and fairytales associated with them.

Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 4 to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Exs 5 & 6. You can get content feedback.

Plan & Useful Language

Introduction

- Select an **appropriate opening technique** to introduce the topic (e.g. **set the scene & stimulate emotions**: *Imagine this: You wake up, walk outside your holiday cabin to the edge of the lake (general comment about the lake). This, class, is a short description of In today's lesson, we will be learning more about them.*)

Main body

What they are: *We all have an idea of what a lake looks like, but do you really know what it is? To begin with, a lake is*

How they are formed: *What's amazing about lakes is that they are formed as a result of many different things. Let's talk about a few of them. We'll start with*

Where to find them: *Now, since lakes contain about 90% of all the surface water on Earth, most countries have got one. Let me tell you about some of our world's most famous lakes. At/in*

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. **make a statement**: *However, as we all see beauty differently, it's best to experience*)
- (optional) Select an **appropriate feedback technique** (e.g. **pop quiz style questions**: *Now, it's time for a quiz in teams! The team with the most correct answers wins. Team A: Name one lake Team B: Name one way lakes are*)
- **Invite questions** from the audience [e.g. *Any questions? ...*]



Checklist

When you have finished writing your presentation, make sure you have:

- introduced the topic
- included all the key points of your research
- used appropriate opening/closing/feedback techniques

Rehearse and give your presentation.

Model analysis

Famous Characters in Literature

Imagine you are a member of a book club. Give a presentation to other members about a famous character in literature from your country.

- 1** a) Read the presentation about Robinson Crusoe. Can you identify the purpose of the presentation? (See *Types of presentations* on p. 4.)

1 A ship is sailing to Africa. Along the way, the ship encounters a storm and crashes on the rocks near an island. Everyone jumps overboard in the hope of saving themselves. But sadly, only one survives and makes it to shore. Any idea who this person is? ... Yes, this survivor is Robinson Crusoe – one of my favourite characters in literature.

2 Robin Crusoe was brought to life by the talented British writer Daniel Defoe. Born in 1660 in London, Defoe spent his early years working unsuccessfully as a merchant. As a result, he turned to one of his passions, politics, and wrote political pamphlets. Then, at the age of 59, he took his writing down a new path and published *The Life and Adventures of Robinson Crusoe* in 1719, creating the famed character Robinson Crusoe.

3 So, what is this novel about? Simply, it looks at one man's struggle to survive. The story begins with a young Crusoe running away to sea. He ends up getting shipwrecked on a desert island for thirty years! There, he builds shelter, grows his own food, survives an earthquake and fights pirates. What's more, we are also introduced to Friday, a native Crusoe meets and saves from cannibals. Friday ends up becoming a loyal friend to Crusoe. At the end of the novel, a ship rescues them and they both sail to England.

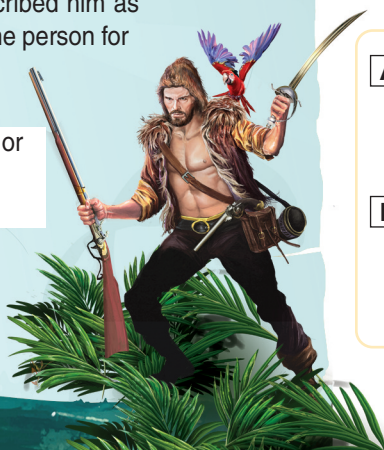
4 During Crusoe's adventures, readers are shown how his rebellious and adventurous side gets him into trouble. But at the same time, they also learn that his intelligence, hard work, kindness, courage and determination are the reasons he is able to survive on the island.

I think Robinson Crusoe's character, while fictional, is a great example of how one can overcome difficult situations no matter what they are. That is probably the reason why he has remained popular through the years. In fact, the English poet and literary critic Samuel Taylor Coleridge perfectly sums up Crusoe's appeal when he described him as "the universal representative, the person for whom every reader could substitute himself."

Would anyone like to share his or her thoughts on Robinson Crusoe?...

Do you have any questions for me? ...

Thanks for listening!



b) Read the presentation again. In which paragraph does the speaker: first mention the character's name? talk about the author? mention the title of the novel and its publication date? talk about the plot? describe the character?

- 2** a) Rewrite the introduction of the model presentation using a different opening technique (setting the scene).

b) Rewrite the conclusion of the model presentation using a different closing technique (asking a rhetorical question).

Your turn

Famous Characters in Literature

Imagine you are a member of a book club. Give a presentation to other members about a famous character in literature from your country.
(*Student's Book, Module 2, p. 30*)

- 3** Research online about a famous character in literature from your country. Collect information about: the character's name, details about the author, the title of novel, the publication date, the plot and character details.

Using a hook statement

Tip!

Many of the opening techniques you've seen so far include a **hook statement**, i.e. a catchy, interesting phrase, that will attract (hook) the audience's attention, get them involved in your presentation and make them feel part of it. e.g. *Who is your favourite fictional character? ...Why?.../Can you imagine Camelot without King Arthur or the world of Sherlock Holmes without Dr Watson?*

- 4** Read the extracts (A and B) from the introductions of presentations. Underline the hook statement in each extract.

A When was the last time a fictional character fascinated you so much that you couldn't put down the book? Well, if you haven't experienced this, you definitely need to read ...

B Do you want to escape to a new world without ever leaving your chair? Do you want to go on an adventure of a lifetime with a person you admire? Well, if you do, let me introduce you to ...

Using Visuals/Video

Tip!

You can include visuals (images or a short video clip) in your presentation to make it more attractive and memorable. (See p. 29 for ideas)

Peer Assessment

Read the tip below about peer assessment.

Tip!

Before you deliver your presentation in front of an audience, it is a good idea to **rehearse** it in front of your friends/fellow students and ask them to **assess** it. This way, you can identify your presentation's strengths, as well as the areas you might need to improve or practise more.

- 5** Make copies of the assessment form below, give a copy to your fellow students and ask them to assess your presentation.

ASSESSMENT FORM				
		Poor	Good	Excellent
1	Is the presentation informative? (Did I learn something new?)	1	2	3
2	Is it well-organised and easy to follow (introduction, main body, conclusion)?	1	2	3
3	Did the speaker use appropriate opening/closing techniques?	1	2	3
4	Did the speaker maintain the audience's attention (eye contact, facial expressions, gestures, etc)?	1	2	3
5	Did the speaker use presentation software with well-organised slides, appropriate visuals and fonts, etc?	1	2	3

Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 3 to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 4. You can get content feedback and use visuals to make your presentation more interesting.

Getting Speaker Feedback

- 7** Before you deliver your presentation, give a copy of the Assessment Form (p. 5) to each member of the audience. Ask them to evaluate your presentation and give you feedback.

Plan & Useful Language

Introduction

- Select an **appropriate opening technique** to introduce the topic (e.g. **use visuals**: I'm sure you all recognise the cover of this book. It features ..., and today I'd like to tell you about)

Main body

Character's name/author details: But before I talk about [character's name], let's get to know the author a little better. [Author's name] was born in

Title/Publication Date: [Author's name] wrote [novel title] in

Plot: So, what happens in this book? Well, it's about/based on etc. It starts by/with/looks at Finally, at the end

About the character: As we progress through the story, we come to know [character's name] as a We are also shown how/why/what It's for these reasons, people all around the world have come to love/admire [character's name].

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. **addressing the audience**: I guess it is because of characters like ... we have all come to enjoy ..., right?)
- (optional) Select an **appropriate feedback technique** (e.g. **polling questions**: So how many of you have read ...? How many of you would like to read/learn about ...?)
- **Invite questions** from the audience (e.g. Are there any questions for me? ...)
- **End your presentation** (e.g. Thank you all for your attention.)



Checklist

When you have finished writing your presentation, make sure you have:

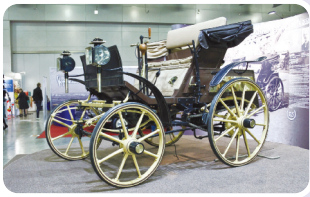
- introduced the topic
 - included all the key points of your research
 - used appropriate opening (hook statement)/closing/feedback techniques
 - used appropriate visuals/video
- Rehearse and give your presentation.

Model analysis

Transportation Over the Years

Imagine you are a History teacher. Give a talk about the history of transportation.

- 1** a) Read the presentation about the history of transportation. Can you identify the type and purpose of the presentation?



1 Let me ask you a question: How did you all get to school today? Bus, car, the underground... It's no secret that when it comes to transportation, we have so many options to choose from thanks to the amazing developments in this field. In our lesson today, we shall be exploring these developments in more detail as we look

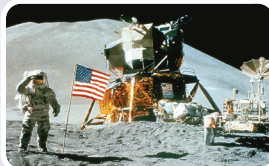
at the history of transportation.

2 Let's start over 10,000 years ago. During that time, people travelled by sea on wooden canoes and on land on foot. Can you imagine how long it took to go from one place to the other? Yes, a really long time! Later, people started to use horses to get to their destinations and that led to the use of carts and wagons, like the one in the photo here.

3 Then in 1769, something amazing happened. The Scottish inventor James Watt improved a previous version of the steam engine and that was the start of many great things for transportation. Because of this invention, the French inventor Claude de Jouffroy d' Abbans was able to build the first ever steam boat in 1776 and then in 1804, the Englishman Richard Trevithick built the first steam-powered train.

4 Does anyone know what means of transport came after the steam boat and the steam train? That's right, it was the car, which was invented by Karl Benz in 1885. But of course, man didn't stop there. In 1903, Orville and Wilbur Wright built the first aeroplane. Both of these inventions changed the 20th century. In fact, by the 1970s, owning a car was very common and travelling abroad became easier.

5 Following the car and aeroplane, transport expanded to outer space. In 1961, Yuri Gagarin became the first man in space which was something that I don't think many people believed would ever happen. But then in 1969, people watched enthusiastically as Neil Armstrong walked on the moon. Can you see Armstrong in this photo? Right there making one giant leap for mankind!



6 So, to recap what we've discussed today, from canoes and horses to steam trains, cars, aeroplanes and space travel, transportation has come a long way. What will the future hold for transportation? Who knows? We will just have to wait and see!

Now in groups of three, discuss which was the most important invention in the history of transportation and why ...

Questions anyone? ...

- b) Read the presentation again. Match the paragraphs (1-6) to the headings (a-f).

- a steam engine & train
- b conclusion
- c car & aeroplane
- d early beginnings
- e space
- f introduction

Linking Ideas

Tip!

When giving a presentation, you should use appropriate linking devices to **connect your ideas** and **move smoothly** from one point to the next. These will help you to:

- **list points:** *firstly, first of all, let's start with/go to, secondly, thirdly, (the) next, the first, the second, another thing is, finally, as well as*, etc.
- **add more points:** *what's more, apart from, in addition (to), besides, not only ... but also ..., which (later) lead/resulted in..., after ... , following ..., both*, etc.
- **express cause:** *because (of), since, due to (the fact that), seeing that, as, for this reason, what makes ... is*, etc.
- **express effect:** *so, this means that, as a result, therefore, consequently, and so*, etc.
- **express purpose:** *so that, in order to, in case*, etc.
- **emphasise a point:** *clearly, in fact, obviously, (but) of course, well, (un)fortunately, actually, needless to say*, etc.
- **clarify a point:** *in other words, that is to say, to put it another way*, etc.
- **express similarity:** *likewise, also, similarly, in the same way, at the same time, similar to, (just) like/as*, etc.
- **make contrasting points:** *on the other hand, however, still, yet, but (of course), nevertheless, although, even though/so, despite/in spite of (the fact), besides, instead*, etc.
- **summarise points:** *in short, in a nutshell, to recap, to sum up*, etc.

- 2** a) Underline the linking devices in the model presentation and explain their purpose.

- b) Now replace them with other appropriate ones from the list.

Recapping Ideas

Tip!

The main body of your presentation might include several key points that you would like the viewers to remember, after you have finished your presentation. You can recap key points by **repeating** them before you move on to the next one. For example:

- *After ... and ..., ... came next.* • *Besides ..., there were also ...* .
- *Now that we have talked about ..., let's move onto ...* .

- 3** Underline the words/phrases the speaker uses to recap the main points in the model presentation.

Your turn

Transportation Over the Years

Imagine you are a History teacher. Give a talk about the history of space travel. (*Student's Book, Module 3, p. 44*)

Organising ideas

- 4** Research online about space travel. Collect information about: *the first rocket, the first animals, the first satellite, the first woman.*

Linking Ideas

- 5** Read the sentences below and select the appropriate linking word/phrase.

- 1 Even though/Despite** four women had been chosen to become cosmonauts, only Tereshkova actually went into space on June 16, 1963.
- The purpose of Laika's flight into space was to test the safety of space travel for human beings but it was dangerous for the dog, **since/therefore** technology wasn't advanced enough to ensure a safe return.
- Wernher Von Braun designed the first rocket to reach the boundary of space. **Obviously/However**, this was an important milestone in space travel history.
- In order/In addition** to honour Valentina Tereshkova, the far side of the moon has been named after her.
- The launch of Sputnik 1 was a major breakthrough because, **apart from/instead of** being an important technological development, it also marked the beginning of space exploration.

Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 4. You can use phrases and the opening/closing techniques from the Plan & Useful Language box. You can get feedback. You can also use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Select an **appropriate opening technique** to introduce the topic (e.g. *find a joke related to space travel/ask a rhetorical question: It would be amazing to ..., wouldn't it? Well, in today's lesson we ...*.)

Main body

The first rocket: *Let's begin with the first ever rocket to reach the boundaries of space. In ...*

The first animals: *Then, approximately ... years later, the first animals were launched into space. They were ...*

The first satellite: *After this, the ... launched ... It was the first ...*

The first woman: *We all know that Yuri Gagarin was the first man in space. But what about the first woman? Well, it was ...*

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. *use a rhetorical question & make a statement: What will be ...? What will we discover ...? Well, whatever that may be, we can be sure ...*.)
- (optional) Select an **appropriate feedback technique** (e.g. *open discussion: Which ... impressed you the most?... Why?...*)
- **Invite questions** from the audience (e.g. *Any questions ? ...*)



Checklist

When you have finished writing your presentation, make sure you have:

- introduced the topic
- included all the key points of your research
- used appropriate linking devices
- recapped your main ideas
- used appropriate opening/closing/feedback techniques
- used appropriate visuals

Rehearse and give your presentation.

Model analysis

A Day at the Museum

Imagine you are guide at a famous museum and you are welcoming a group of visitors. Give a presentation about the museum and what visitors can see and do there.



- 1 a) Read the presentation. Which opening technique does the speaker use to introduce the topic?

Usually when you think of museums, you think of ancient objects, dusty dinosaur bones, stuffy corridors and complete silence. Obviously, this is not the case here. My name is Victoria Bradford, I'm a museum guide and I'd like to welcome you all to an extraordinary museum that has on display things from the past, the present as well as the future: the one and only Science Museum here in South Kensington, London.

Before we start exploring it together, it's important that you know a few things about it. This museum first opened in 1857 and is now one of the most popular tourist attractions here in London. In fact, 3.3 million people from all over the world visit it every year. Isn't that incredible?

But, does anyone know why it's so popular? ... You're right! Its remarkable collections. We have here over 15,000 original items on display as well as hundreds of interactive exhibits, which will help you all learn more about science and technology. So, as soon as we finish with this brief introduction, we will visit the Energy Hall, where we'll see

the old steam engines and then we'll see Flight to learn all about the science of aviation. But wait... there's more! At the IMAX Theatre, you will watch a 3D documentary about robots. And those of you who think documentaries are boring, well, you're in for a surprise! This one will keep you on the edge of your seat! And we've left the best for last; you will participate in a virtual reality mission, where you get to be in the pilot's seat of a spacecraft. It will be an out-of-this-world experience! Now, while entry to the museum is free, there is a small charge for the IMAX Theatre and the simulator, so we'll stop at a sales desk on our way in.

I am certain that you will all enjoy your visit to the Science Museum, the best place in the world for everyone to learn about and enjoy science; a unique place that offers you the change to see history with your own eyes and get a better understanding of our past, but also get a glimpse of the future.

Are there any questions before we start our tour? ...

Right then. Follow me please ...

- b) Read the presentation again and underline the information about: *the name of the museum, its location, the year it opened, the things to see and do, admission fees.*

Using Descriptive Language

Tip!

When presenting a place or a building, you can use a variety of vivid adjectives, adverbs and phrases to attract the audience's attention, set the scene and make your description more interesting.

e.g. This **impressive** museum is in one of the most **popular** and **busiest** cities in the world: **New York City**. It is home to **rare** objects from the **glorious** civilisation of ancient Egypt.

Using Humour

Tip!

Humour is a powerful tool that can help you engage your audience. It **grabs their attention**, makes them feel **relaxed** and ensures that they **remember** you and your presentation for a longer time. You can express humour through tone of voice, body language, a funny story, quote or joke, a humorous personal experience or an amusing anecdote. Make sure that it's **related** to the point(s) of your presentation and it **doesn't offend** anyone.

- 3 Underline the part(s) that you find humorous in Ex. 1a.

- 2 Identify examples of descriptive language the speaker in Ex. 1a uses to describe the museum.

Your turn

A Day at the Museum

Imagine you are guide at a famous museum and you are welcoming a group of visitors. Give a presentation about the museum and what visitors can see and do there. (*Student's Book, Module 4, p. 58*)

Organising ideas

- 4** Research online about a famous museum in your country. Collect information about: *its name, its location, the year it opened, the things visitors can see and do there, how much admission costs.*

Using Descriptive Language

- 5** Read the excerpt from a presentation about a famous museum. Use the words/phrases from the list below to make the description more lively. (For some of the gaps, more than one option can be used).

- spectacular • important • famous • picturesque • unique
- unusual • impressive • amazing • definitely • extraordinary

The Guggenheim Museum Bilbao is a(n) **1** museum of modern and contemporary art located in the **2** port town of Bilbao in Spain. The museum was first opened in 1997. It was designed by the **3** architect Frank Gehry and what is **4** about it is that there are no flat surfaces in the building at all! Its **5** structure is made of glass, titanium, and limestone and is recognised as one of the most **6** buildings of its time, resembling a ship about to sail. See how **7** it looks?

The Guggenheim museum aims to encourage art education by helping people understand modern art. There are over one hundred collections with **8** works of art by the some of the most **9** artists of the past four decades. There have been millions of visitors to the museum so far, putting Bilbao on the tourist map. It's **10** a must whether you love art or not!



Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 4. You can use phrases and the opening/closing techniques from the Plan & Useful Language box. You can get content feedback.

Plan & Useful Language

Introduction

- Select an **appropriate opening technique** to introduce the topic (e.g. **use visuals**: *Welcome everyone. Right in front of us stands the impressive ... Museum. Before we go inside to start the tour, let me tell you some interesting facts about it.*)

Main body

Name/location: *The ... Museum is right here in ... /The ... Museum is located here in It first opened its doors in*

Things to see and do: *So what's so special about this museum? Well, there are many wonderful things to see and do here. To begin with, you can... . Not only this, but you can also There's also a/an ... and if you like ..., there's a/an Sounds interesting, right?*

Admission: *As for the admission price, it is completely free/it only costs ... , and you can pay here.*

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your speech (e.g. **ask a rhetorical question**: *After all, museums are places of learning. And learning is meant to be fun, right?/make a statement*: *This museum will help you open your eyes and mind to*)
- **Invite questions** from the audience.



Checklist

When you have finished writing your presentation, make sure you have:

- introduced the topic
- mentioned all the points from your research
- used an appropriate opening/closing technique
- used descriptive language
- (used humour)
- used appropriate visuals

Rehearse and give your presentation.

Model analysis

Helping Our Planet

Imagine you are a representative of an environmental organisation and you have been invited to talk at a school/college/university assembly. Give a talk about one way students can help save the planet.

- 1** a) Read William's presentation about saving the planet. Can you identify the hook statement at the beginning of the presentation?

Good afternoon everyone. I'm William Taylor, a representative from the Go Green organisation. Let me ask you this: whose job is it to save the planet? the government's? your parents'? yours? Well, the answer is simple: it's everybody's job to help save the planet and today I'm going to tell you about one way to do it.

1 I'm sure you all enjoy travelling and visiting new places right? But have you ever considered the impact your travel choices have on the environment? Have you ever thought about the impression you leave on the places you visit? Well, that is what responsible green travellers do. They try to adopt green practices when travelling and make eco-friendly choices that will not harm the area they are visiting.

2 "And why is this important?" you may ask. Well, think about means of transport for one. Planes and cars pollute the atmosphere as they emit CO₂, as well as other pollutants which negatively affect our health and the environment. What's more, mass tourism can put pressure on our already scarce resources such as water, energy and food. It can also cause soil erosion and pollution from litter and waste as well as harm endangered animals and plants.

3 The good news is that it's really easy to become a green traveller. For instance, instead of renting a car, you can use public transport, or even better cycle or walk. While you are travelling, you can use a small bag to collect your rubbish. You can also stay at environmentally friendly hotels, book trips with green travel agencies and eat at places that serve local products. There are so many things you can all do!

In a nutshell, green travelling helps reduce the negative effect tourism has on the environment. The most important thing to remember, though, is that we all share this responsibility towards the planet. Just like the environmentalist Robert Swan once said, "The greatest danger to our planet is the belief that someone else will save it."

Does anyone have a question for me?

...

Those of you that would like more information about becoming a green traveller, please meet me during the break.

Thank you all for your attention.



- b) Read the presentation again. In which paragraph of the main body (1-3) does the speaker: *talk about why it's important to help save the environment? explain the steps to follow? introduce one way to help save the environment?*

Offering Further Information

Tip!

At the end of the presentation, you can offer to give the audience further information about the topic you presented. There are various ways to do this (through the organisation's email address/ website/ official contact details, through brochures/leaflets/newsletters etc.).

- 2** How does the speaker offer to give the audience more information about becoming a green traveller? Can you suggest an alternative way?

Using Presentation Software

Tip!

There are various programs you can use to prepare an electronic presentation. The most common are PowerPoint, Keynote, Prezi and Impress. These programs allow you to create a number of slides with text and/or images, and display them in a slide show. Under each slide, you can also write notes with the key points of your presentation. (see p. 30 for more ideas)

- 3** These are some of the slides William used in his presentation (Ex. 1a). Match the slides (A-C) to the paragraphs (1-3).

A


Green Travel

How to do it

- use public transport, cycle, walk
- collect rubbish
- stay at "green" hotels
- use "green" travel agencies
- use local products

B

Green Travel



- adopt green practices
- make eco-friendly choices

C

Green Travel

Why is it important?

- means of transport → pollution
- mass tourism → pressure on resources

Your turn

Helping Our Planet

Imagine you are a representative of an environmental organisation and you have been invited to talk at a school/college/university assembly about a way to help the environment (e.g. using chemical free products, conserving water, reducing waste, saving electricity etc.). Give a talk about it to a group of students urging them to consider this solution.

(Student's Book, Module 5, p. 72)

- 4** Research online about one of the ways students can help save the planet. Collect information about: *how to help the planet, why this way of helping is important, what steps to follow.*

Using Quotations

Tip!

You can use appropriate quotations in the introduction or conclusion of your presentation. Remember that these should be **short, catchy** and **relevant** to the topic you are presenting.

- 5** Read the quotations below. Which ones are appropriate for your presentation? Explain why.



As Dr Edward Bach once said,
"Treat the cause,
not the effect".



In the words of David Orr, Professor of Environmental Studies, "When we heal the earth, we heal ourselves".



As the native American proverb goes, "We Do Not Inherit the Earth from Our Ancestors; We Borrow It from Our Children".

Preparing & Presenting

- 6** Follow the plan. Use the information you have collected to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box. You can use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Introduce **yourself** and the **environmental organisation** you represent.
- Select an **appropriate opening technique** to introduce the topic (e.g. **use visuals & make a statement**: Have a look at these photos of They illustrate some of Earth's You might be thinking there is nothing you can do to But actually there is!)

Main body

One way to do it: So how can you help? Simply by,/One of the ways you can help our planet is/What you can all do is

Why it's important: The reason it's so important to ... is because/Do you know why it's important to ... ?/Why should you care about ... ? To put it simply,

Steps to follow: ... is really easy to do! For example,/The great is that ... is a piece of cake. Let me tell you how you can First

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your speech (e.g. **use a rhetorical question**: After all, we all want to ..., don't we?)
- **Invite questions** from the audience (e.g. Any questions ? ...)
- **End** your presentation (e.g. You can check our website at ... for more information.)
- **Thank** the audience (e.g. Thank you very much for your attention.)



When you have finished writing your presentation, make sure you have:

- introduced yourself and the topic
 - mentioned all the points of your research
 - used appropriate opening/closing techniques
 - used appropriate visuals/video
 - used an appropriate quotation
 - prepared an electronic presentation
- Rehearse and give your presentation.

Model analysis

Ancient Routes

Imagine you are a travel guide and you are taking a group of tourists on a tour to an area that was once part of the Spice Routes. Give a talk about the Spice Routes to the group of tourists.

- 1** Read the presentation about the Spice Routes. Underline the phrase the speaker uses to inform the audience about when they can ask questions.

Good morning all. I hope you are well-rested because today, we're going on a very long, exciting journey: a journey back in time! Thousands of years ago, merchants travelled from this area, the southwest coast of Japan, all the way to the Europe to sell – can you guess what? – spices! As we are now driving through this area of Japan, let me tell you more about these amazing trade routes: the famous Spice Routes. If there are any questions about them, you can ask me at the end, OK?

So, the Spice Routes were a network of sea routes which connected the East with the West and ran from Japan, where we are now, through to Indonesia, around India and all the way to the Middle East and from there, across to Europe. They were formed by merchants who bought and sold exotic spices like cinnamon, ginger, pepper, cloves and nutmeg from port to port. Believe it or not, back then, these spices were even more valuable than gold. Incredible, right? But how exactly did these routes come to exist? Well, before the 15th century, spices were primarily sold by Arab merchants to European traders. These merchants tried to create a sense of mystery as to where the spices came from. Some even told amazing tales about fighting off magical creatures in order to obtain them. These were of course selling tactics in order to protect their market, discourage competitors and ensure high prices. Then in 1453, the Byzantine Empire ended and traders weren't able to travel freely anymore, so they couldn't get their hands on the valuable spices.

This is when the Age of Discovery began. During that time, European explorers started travelling by sea to the places where the spices

came from. In many cases, instead of finding spices, they discovered new lands and treasures. Take Christopher Columbus as an example: while searching for spices, he discovered America. In 1498, the explorer Vasco de Gama from Portugal finally discovered the first Spice Route while travelling around the southern coast of Africa to India. From then on, more expeditions followed with the Spanish, English and Dutch all trying to control the spice trade. By the end of the 18th century, spices had become so popular that people all around the world started to grow them. As a result, they were easier to get and also less expensive. What many people may still not realise though is the effect the Spice Routes had on the world and our local communities. As explorers travelled along these routes, they interacted with people from different cultures – like ours – exchanging knowledge, skills, information and ideas. This not only had an important impact on various civilisations but on world history too!

So you see, the Spice Routes, the ancient trade routes that linked the East to the West, were a lot more than a global exchange of exotic spices. They were, in essence, melting pots of different cultures, knowledge and ideas. Isn't it amazing that the spices that most of us use on a daily basis were the reason why civilisations changed forever? And now you can all say, you are at the very place where it all began!

OK, time for your questions now. ...



Asking & Answering Questions

Tip!

When giving a presentation, you can include a question – and – answer (Q & A) session, but it is important that you prepare beforehand. Think of questions your audience might ask. Research online to prepare **short** and **simple** answers.

- 2** a) The speaker of the model presentation (Ex. 1a) thought that the audience might ask the following questions. Research online and write down short answers to the questions.

- A** What were the spices used for?
B Where does the word 'spice' come from?

- b) Think of another question that a member of the audience might ask. Research online and write down a short, simple answer to the question.

Your turn

Ancient Routes

Imagine you are a travel guide and you are taking a group of tourists on a tour to an area that was once part of the Silk Road. Give a talk about the Silk Road to the group of tourists. (*Student's Book, Module 6, p. 86*)

Organising ideas

- 3** Research online and collect information about the Silk Road. Collect information about: *what it was, its history, its importance.*

Tip!

During the Q & A session, an audience member might ask a question which is not related to the topic of the presentation. You could offer to talk about the person's question after the presentation, or refer them to an alternative source of information. e.g. *That's an interesting question, but I'm afraid that it's not related to the topic of today's talk. Perhaps we can discuss this later.*

If you don't know the answer to a question, don't be afraid to say so politely. You could offer to find the information or inform the audience member where they can find the answer. e.g. *I'm afraid I'm not sure. Let me get back to you on that later. / If you're interested in this specific topic, I'm sure you can find information online if you just enter "... "in a search engine.*

- 4** Imagine that an audience member has asked you the following question and you don't know the answer. "How did people from the Chinese Empire make silk?" Which of the responses below (A-B) is more appropriate? Explain why.

- A I'm not quite sure how people from the Chinese Empire made silk. I'll be happy to find that out for you and let you know later.
- B I wish I knew how they made silk, but I'm afraid I don't. Any other questions, please?

Using visuals

- 5** Select an appropriate visual, like a map, to use in your presentation.



Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 3 to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box. You can get content feedback and use visuals to make your presentation more interesting. Don't forget to prepare for the Q & A session.

Plan & Useful Language

Introduction

- Select an **appropriate opening technique** to introduce the topic (e.g. **addressing the audience**: Does anybody know what this area is famous for? ... No? Well, centuries ago, an important trade road went through here: the Silk Road and today we'll explore it together.)
- Introduce **the Q & A session** (e.g. If you have a question, you can ask me at the end, OK?)

Main body

What it was: The Silk Road was a network of trade routes which linked ... and stretched from ... to

Its history: The history of the Silk Road started as early as During the Roman Empire... . Later, in the time of the Byzantine Empire, While the name of this trade route suggests how popular and valuable silk was, it was only one of the wide range of products that was traded along the Silk Road. Goods such as ... were also traded.

Its importance: The Silk Road carried a lot more than precious goods though. More importantly, it allowed for

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. **use a quotation**: In fact, as ... points out, "... .")
- **Invite questions** from the audience (e.g. Now, I'm ready for any questions you may have)



Checklist

When you have finished writing your presentation, make sure you have:

- introduced the topic
 - included all the key points of your research
 - used appropriate opening/closing/feedback techniques
 - used appropriate visuals/video
 - prepared for a Q & A session
- Rehearse and give your presentation.

Model analysis

Lend a Helping Hand

Imagine you are a representative of the Make-A-Wish Foundation. Give a talk at your local community centre about the charity organisation and how people can help.

- 1** a) Read Warren's presentation about the Make-A-Wish Foundation. Can you identify the purpose of the presentation?

1 Good afternoon everyone. In 1978, a five-year-old boy named Chris Greicius was diagnosed with terminal leukaemia.

All he wanted to do in life was to become a policeman. So his mum, some of her friends and a group of police officers, granted his wish by giving him a custom-made uniform, helmet, badge and a helicopter ride. **a)** Sadly, Chris passed away two years later but those involved were so inspired by how much hope, strength and happiness the wish gave him that they wanted other sick children to feel the same way too. My name is Warren Jones and what I just described was the beginning of Make-A-Wish, our charitable Foundation.

2 Make-A-Wish was founded in the USA in 1980. We operate in 45 countries around the world, granting 15,000 wishes per year! Amazing, right? Our aim is to make the wishes of 3 to 12-year-old children with serious medical problems, come true.

3 We believe a sick child's life shouldn't be all about hospitals, tests and treatments. **b)** It should be about joy, wonder and hope. By granting kids their wishes we are trying to give them the chance to feel this way. **c)** Just think about this: one wish might give them the courage and confidence to keep going on; one wish might be the sun on a dark gloomy day, one wish might give their parents hope and joy when they need it the most.

4 So what type of wishes do we grant? Well, they can be many different things from meeting a celebrity and travelling abroad to experiencing a day in a certain job. As long as it's safe, we will make it happen.

5 In order for us, though, to continue granting wishes, we need your help. It's very easy to do: you can make a donation or participate in one of our many fund-raising events. There are also marathons, bake sales, and other sporting events you can take part in to raise support and money for the charity.

6 When it comes down to it, it's because of charities like the Make-A-Wish Foundation, that kids can smile again! And this is because of our mission: "Whatever the odds, whatever the obstacles ... wishes find a way to make the world better." Now that's something worth smiling about, isn't it?

Thank you for your attention.



- b) Match the paragraphs (1-6) to the headings below.

- A About the charity
- B Conclusion
- C How to help
- D The importance of wishes
- E Introduction
- F Types of wishes

Using Emotional Language

Tip!

During your presentation you can use emotional language, words and phrases to evoke an **emotional response** from your audience on a particular subject.

- 2** The speaker of the model presentation in Ex. 1a uses emotional language to describe the Make-A-Wish Foundation and to persuade the audience to lend a helping hand. Match the extracts below (1-3) – that are written in an unemotional way – with the underlined words/phrases (a-c) in the model presentation.

- 1** One wish might help a sick child and their parents.
- 2** Chris passed away two years later. Those involved wanted to help other kids.
- 3** By granting wishes, we can help children feel happier.

Using Prompt Cards

Tip!

Prompt cards provide you with short reminders of the **key points** of your presentation. You can refer to them while you are delivering your presentation to ensure you do not forget any of your main ideas. When preparing your prompt cards, remember the following:

- include a **heading** and **one main idea** on each card
- use a **large, clear font** so that you can read your cards easily
- use **bullet points** to list your ideas/information
- **number** your cards so that you know what comes next

- 3 a) Look at the prompt cards (A-D) the speaker of the model presentation prepared for the Make-A-Wish Foundation. One of the prompt cards is not appropriate. Identify it and explain why it's not appropriate.

<p>A How we help</p> <p>Many types wishes:</p> <ul style="list-style-type: none"> • meet a celebrity • travel abroad • experience a day in a certain job 	<p>C Make-A-Wish Foundation</p> <ul style="list-style-type: none"> • founded in USA, 1980 • 45 countries • grants 15,000 wishes/year
<p>B How to help</p> <ul style="list-style-type: none"> • make a donation • fund-raising event • marathons • bake sales • sporting events 	<p>D Importance of Work</p> <p>One wish might give them the courage and confidence to keep going on. It might be the sun on a gloomy day. Parents might feel hope and joy.</p>

- b) Rewrite the inappropriate prompt card using the tips on p. 20. Then, put them in the correct order.

Your turn

Lend a Helping Hand

Imagine you are a representative of a charity organisation (e.g. Barnado's, WWF, Four Paws etc.). Give a talk at your local community centre about the charity organisation and how people can help. (Student's Book, Module 7, p. 100)

- 4 Research online about a charity organisation. Collect information about: the name of the organisation, the importance of their work, how they help (people, animals, the environment, etc), how people can support/help the charity.

Using the Appropriate Tone of Voice

Tip!

"It's not what you say; it's how you say it." You can use your tone of voice to your advantage as it expresses a lot more than the spoken words. When using **emotional language**, it is important to **vary your tone of voice** to express specific emotions. For instance, if you want to express joy, your voice needs to become more melodic, whereas sadness is expressed with a flat and monotonous voice.

- 5 Read the introduction of the model presentation in Ex. 1a using the appropriate tone of voice.

Preparing & Presenting

- 6 Follow the plan. Use the information you have collected to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box.

Plan & Useful Language

Introduction

- Introduce **yourself** and the **charity organisation** you're representing.
- Select an **appropriate opening technique** to introduce the topic (e.g. **use a quotation**: ... *once said, "...". This is exactly how we feel at ... as we believe ...* . So let me tell you more about)

Main body

About the charity: ... *was started/founded in ...* . We operate in ... and help ... *each month/year etc.* The charity aims to

Importance of our work: *Many people/animals etc. live without/struggle/find it hard to ...* . That's why at the [charity] it's our belief that

How we help: *We try to reach/help/stop ... by providing .../making grants/raising awareness, ... etc.*

How you can help: *The great news is that there are many things you can do to help. You can ... or if you prefer, you could ...* .

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. **use a rhetorical question**: *After all, isn't ... what gives meaning to ...?*)
- **Thank** the audience for listening.



Checklist

When you have finished writing your presentation, make sure you have:

- introduced yourself and the topic
- mentioned all the points of your research
- used emotional language
- used appropriate opening/closing techniques
- used appropriate visuals/video
- prepared prompt cards

Rehearse and give your presentation. (Mind your tone of voice to express specific emotions)

Model analysis

“Enjoy the Show!”

Imagine you are a travel guide promoting an area in your country that is famous for its entertainment options. Give a presentation to a group of tourists visiting Broadway.

- 1** a) Read the presentation about Broadway.
What is the type/purpose of the presentation?

Welcome to Broadway, the most famous street in Manhattan and the heart of the American theatre industry! I'm Jessica Benson and I'll be your guide today. As you all saw on your way here, New York is a busy, vibrant city with many things to see and do. But no visit to New York is complete without a visit to Broadway. So, are you ready to begin our tour?

1 This popular theatre district has 40 large theatres that put on various plays and musicals. But do you know what makes Broadway so famous all over the world? Well, the first thing is the millions of bright lights on the theatre marquees and billboard advertisements that you can see over your heads. In fact, this was one of the first streets that was lit with electric lights, that's why it's still called 'The Great White Way'. Isn't this an amazing sight?

2 The other reason Broadway is so famous is the fact that the performances here are considered by many to be the best in the world! And that's why most of them have won prestigious awards, like the Tony awards. I'm sure you've all heard of performances like Annie, the Phantom of the Opera, The Sound of Music, Les Misérables, Chicago and Cats. And don't forget that there are long-running classics as well as modern experimental performances, so theatre-lovers will definitely find something to captivate and intrigue them.

3 To show you just how popular Broadway is, let me tell you some really interesting facts: in the 2015/2016 season about 13 million people watched a Broadway production. This equals to about 1.37 billion US dollars. Mind-blowing, right?

Now before we all go inside the Music Box theatre to experience first-hand a unique Broadway show, let's take a moment to enjoy the atmosphere around us: the millions of lights that light up the night sky, the happy chatting of people queuing outside the theatres, the strong smell of salty popcorn ... Captivating, isn't it? Does anyone have any questions before we go inside the theatre? ... Right then. Let's go. The curtain's about to rise.



- b) Read the presentation again. In which paragraph of the main body does the speaker: talk about the productions in the entertainment area? explain how popular it is? describe the entertainment area and how famous it is?

Addressing the WIIFM Factor

Tip!

When you prepare your presentation, keep the **WIIFM** (What's In It For Me?) factor in mind. Your audience will decide to attend your talk if they expect to hear something interesting and if they feel that the information you are going to present is useful and beneficial for them. Then, they will listen to your presentation attentively and will be intrigued to learn more about the topic.

- 2** Read the presentation again and complete the table below.

What I Expected to hear	E	
What I found Interesting in the presentation	I	
What else I Want to know	W	

Your turn

“Enjoy the Show!”

Imagine you are a travel guide promoting an area in your country that is famous for entertainment (e.g. *West End London, La Rombla Barcelona, Champs – Élysées Paris* etc.). Give a presentation to a group of tourists about a famous entertainment area. (Student's Book, Module 8, p. 114)

- 3** Research online and collect information about a famous entertainment area in your country. Collect information about: *the description of the area, what one can experience there, how popular it is.*

Using the senses

Tip!

When describing a place, you can involve the **senses** (sight, smell, touch, hearing, taste) to describe the mood and atmosphere of the place in a vivid, lively way.

- 4** Read the extract below from a presentation about the West End in London. Underline all references to the senses and say which sense each phrase refers to.

As you can see, the West End is full of fabulous places to visit. We will start by visiting the famous Oxford Street, home to more than 300 shops. As you walk down the street, you will see crowds of shoppers browsing in the shops and hear the sound of chatter as they search through the racks for a bargain. Once you've worked up an appetite, we will wander over to St. Christopher's Place to sample traditional British food; you will enjoy a mouth-watering selection of finger sandwiches and warm scones, while drinking a cup of hot, strong tea.



Using Body Language

Tip!

Body language is extremely important when giving a presentation as most of your impact as a presenter depends on it. Therefore it is important to remember the following:

- stand up straight, breathe and smile normally
- use your hands to show something, express feelings or emphasise an important idea
- maintain eye contact with the audience
- scan across your audience, switching people every 5-10 seconds

- 5** Practise reading the extract below aloud using the appropriate body language.

I know that when you visit a new place you want to see and do everything the city has on offer, right? But sometimes this isn't always possible, especially here in London as there are so many options available! So to help you out, I'm taking you to one of our city's most popular entertainment areas: the West End!

Preparing & Presenting

- 6** Follow the plan. Use the information you have collected in Ex. 3 to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box.

Plan & Useful Language

Introduction

- Introduce **yourself and job/role**.
- Select an **appropriate opening technique** to introduce the topic (e.g. **addressing the audience**: *Did you know that this area we are visiting today is famous for ... all over the world? Let's explore the secrets of ... together.*)

Main body

Description: *The ... is located in It has/consists of/is made up of*

What to experience there: *Does anyone know what you can do and see here? ...! Well that's definitely one thing, but it's not the only one. You can also*

How popular it is: *The ... is so popular that it attracts/draws ... visitors each month/year.*

Conclusion

- **Summarise** the main points of your presentation.
- Select an **appropriate closing technique** to conclude your presentation (e.g. **use a rhetorical question**: *So, what are you waiting for? Let's go and* / **use a quotation**: *As ... once wrote, "... ."*)
- **End** your presentation (e.g. *Well, without any further delays, let's go!*)



Checklist

When you have finished writing your presentation, make sure you have:

- introduced yourself and the topic
- included all the key points of your research
- used appropriate opening/closing techniques
- involved the senses
- used appropriate visuals

Rehearse and give your presentation (pay attention to your body language).

Ceremonial speeches are written and delivered to mark the importance of a **ceremony, festivity** or **special event**. Events include: weddings, award ceremonies (presenting or receiving), anniversaries, commemorations, formal or informal dinners, etc.

Just like any other form of public speaking, a ceremonial speech should be well-organised with a clear **introduction, main body** and **conclusion**. You need to keep in mind though, that since their goal is to celebrate an event, a person or an idea, the language should be expressive and emotional rather than informative or persuasive.

Model analysis

A Welcome Speech

Your school is organising the annual inter-school sports competition. You have been asked to give the welcoming speech to the participating athletes, members of the school community and spectators.

1 a) Read the welcome speech.

1 Ladies and gentlemen, students and teachers, it gives me great pleasure to welcome you to the 15th inter-school sports competition, here at the Jones High School. Standing in front of you today, the words of American philanthropist Stephen M. Ross, come to mind: "Sports is the common denominator in the world that brings everyone together" and today we have all come together with a common goal: a day of joy, fun and togetherness.

2 For the last 15 years, most schools, from the city of Dallas have united in order to participate in a day of friendly sporting competition. When this competition first started, there were only a handful of participants from each school that competed in track and field events. But we've come a long way since then. This year, hundreds of eager students are competing in different sporting activities, from basketball to water polo.

3 Today though, it's not just about having a day off from school, although I'm sure many of you'd agree it's most welcomed! What today really is about, is giving students first-hand experience of working in a team and following the rules. It's also an opportunity to teach students that it's not all about winning and losing, but instead, it's about respect for one another and community spirit.

4 So, to all the athletes, good luck today. The whole school community wishes you every success. We hope there is humility in every victory, and in every loss, may people have the determination to keep trying.

5 I'm certain that you will all enjoy the day and have lasting memories. So, to everyone here, break a leg ... not literally of course! Thank you all. May the games begin!

b) Label the paragraphs:

- A importance of competition
- B introduction
- C background information
- D conclusion
- E wishes

2 Underline the part(s) that you find humorous in the welcome speech.

Your turn

3 a) Imagine your school is hosting an inter-school competition (e.g. science, chess, dance, debates, etc.). Think about: how long the competition has been running/how it has changed over time/why it is important/what your wishes for the participants are.

b) Practise and give the welcome speech from Ex. 1a or make your own using phrases from the Plan & Useful Language box and your ideas from Ex. 3a.

Plan & Useful Language

Introduction

- **Welcome** audience to event.
- Select an **appropriate opening technique** to introduce the topic (e.g. **make a statement**: I know many of you have been waiting for this day to come, not only because It's also a day)

Main Body

Background information: Since ... , the schools from [city] have participated in Today

Importance of competition: While today, we may compete against each other, we must remember it's not all about winning a medal/trophy. The most important thing we're all learning today is

Wishes: So, to all participants, we wish you

Conclusion

- **Summarise** the main points of your speech.
- Select an **appropriate closing technique** to conclude your speech (e.g. **use a quotation**: In the words of ..., "... ." So today, do just that! Be the very best that you can!)
- **End** your speech (e.g. Let the competition begin!)



Model analysis

A Thank You Speech

You are a representative of a charity organisation and you've organised a gala event. Give a thank you speech to the audience of donors and sponsors.

1 a) Read Violet's thank you speech.

1 Ladies and gentlemen, I am Violet Whitehead, a representative of the Kids Matter Foundation, and before today's



gala event comes to an end, I'd like to say a few words ...

We, at the Kids Matter Foundation, are extremely honoured and touched by the number of people who have come together today, to support our cause. For the first time, we are at a loss for words even though we usually love to talk about who we are and what we do, as you all know!

2 There are so many people we would like to thank, but first let me begin by saying a big thank you to the president of our Foundation, Martin Wright, and to our board of directors. Your passion to help street kids is nothing short of inspiring. We would also like to thank our sponsors, Channel 10 news and West Bank for your never ending support; to our donors, our heartfelt thank you goes to all of you. Your charitable donations allow us to keep helping kids in need. To all our volunteers, you are the backbone of our Foundation. No words can express our gratitude. Finally, thank you to all of you for taking time out from your busy schedules to be here.

3 You all know how proud we are of the Kids Matter Foundation and the impact it has had on our communities. In the last 25 years, we have helped thousands of kids get off the streets by providing them with shelter, food and education.

4 Today, we can all be even prouder of ourselves because together we have raised over £120,000 – an extraordinary amount! What's more, we have received many generous donations ranging from one year's supply of olive oil to 3 months paid electricity for our shelters.

5 The money raised today will be used to help buy books for our new educational programme which aims to increase levels of literacy. It will also be used towards restocking our food supplies and other essential items.

6 While this gala event is coming to an end, the work of the Kids Matter Foundation goes on. We will continue with the words of Anne Frank in our hearts, "How wonderful it is that nobody need wait a single moment before starting to improve the world."

Thank you for being a part of this extraordinary day!

b) Label the paragraphs:

- | | | | |
|---|------------------------|---|--------------|
| A | how money/ | D | achievements |
| | donations will be used | E | introduction |
| B | about the charity | F | who to thank |
| C | conclusion | | |

2 Read the underlined parts in Violet's presentation. Which opening/closing technique does she use?

Your turn

3 a) Imagine you're a representative of a charity organisation (e.g. for animal welfare/environmental protection/support of homeless people, etc.) and you've organised a gala event where you'll give a thank you speech. Think about: who you should thank and why/the purpose of the charity organisation/the impact they have on the community/charity gala event achievements/how money & donations will be used

b) Practise and give the thank you speech from Ex. 1a or make your own using phrases from the Plan & Useful Language box and your ideas from Ex. 3a.

Plan & Useful Language

Introduction

- Introduce **yourself** and **job/role** and **reason** for speech (e.g. *Before the event comes to an end, I'd like to ...*)
- Select an **appropriate opening technique** to introduce the topic (e.g. *use a quotation: Your overwhelming kindness to help ... reminds me of the words of ...*)

Main body

Who to thank: *There are so many people we need to say a special thank you to, as without them this event wouldn't be possible. So, let me firstly say thank you to ...*

About the charity: *For ... years, [charity] has been helping We can see how important our work is as ...*

Achievements of gala event: *Tonight, with your help, we have raised ... ! On top of this, we've been given ...*

How money/donations will be used: *The money we have all raised together will go towards ...*

Conclusion

- **Summarise** the main points of your speech.
- Select an **appropriate closing technique** to conclude your speech (e.g. *stimulate emotions: Your generosity, compassion and will to ... is not only ... but it makes us all believe ...*)
- **End** your speech (e.g. *From the bottom of our hearts, thank you!*)

Model analysis

A Tribute Speech

Your town is celebrating the 200th anniversary of Jane Austen's death. You have been selected as a representative from your school to give a tribute speech at the Jane Austen's House Museum to mark the day. Give a tribute speech to members of the town community.

1 a) Read Victoria's tribute speech.

1 Ladies and gentlemen, I'm honoured to be standing in front of you, at the very place Jane Austen once called home and to be allowed this opportunity to pay tribute to this exceptional writer 200 years on from her death. Today, I'm reminded of a quote by the American author William Frank Buckley Jr. who once said, "One doesn't read Jane Austen; one re-reads Jane Austen." His words could not ring any truer. Austen's novels shaped English literature and inspired people for centuries which is why today we celebrate her life.



2 Born in 1775 in Hampshire, England, Austen was the seventh child of eight. She grew up in a middle-class family, who would read novels and stage plays at home together. They were close. From early on, her parents encouraged and gave her the opportunity to read and write. Some believe that it was perhaps as a result of their support that Austen was able to develop into the extraordinary writer we have all come to know and love.

3 During the course of her life, she officially completed six novels, two of which were published after her death which included the famous titles: *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Persuasion*, and *Northanger Abbey*. Austen used her experiences, observations, sharp wit, and intelligence to carefully create characters and clever dialogues about themes such as society, class, love, marriage, and gender roles. She did all this at a time when female writers were by no means respected in the field of writing. In fact, women had defined roles in society that many of us today would find limiting.

4 Austen's novels, while written over two hundred years ago, continue to captivate and inspire us today. They are without a doubt timeless stories, that discuss human emotions and characters we can all understand and connect to. She wrote about themes that are believable and relevant, not just for her own period, but for our lives right now. This may explain why her novels have been turned into films and TV series, studied in schools and translated into many languages.

5 Jane Austen was a talented writer who we still remember, study and celebrate today for her work. So now please join me as we watch a tribute video celebrating the extraordinary Jane Austen.

Thank you.

b) Match the paragraphs (1-5) to the headings below. One heading is not appropriate. Explain why.

- | | |
|--------------------------|---------------------|
| A Early Beginnings | D Work & Challenges |
| B Welcome & Introduction | E Impact of work |
| C Novels | F Conclusion |

Your turn

2 a) Your town/city is celebrating the anniversary of a famous person's (e.g. a literary figure, politician, actor, etc.) death/birth. Prepare a tribute speech to commemorate their life and the impact they had on people/society. Think about: *their early life/what they were famous for/what they achieved/what was special about their work/the challenges they faced/the impact of their work on other people and society.*

b) Practise and give the tribute speech from Ex. 1a or make your own using phrases from the Plan & Useful Language box and your ideas from Ex. 2a.

Plan & Useful Language

Introduction

- **Welcome** the audience to the event.
- Select an **appropriate opening technique** to introduce the topic (e.g. **make a statement**: ... was an exceptional person who It is for this reason we have gathered to celebrate his/her ... since birth/death./**use a quotation**: It is on this day we remember the words of ... who once said, "...," and we can all agree that ...)

Main Body

Early Beginnings: Born in ... in ... , he/she was He/she had ... family members. As a family, they loved to/enjoyed He/she went to/attended ... to study/work/practise, etc.

Work & Challenges: During his/her life, ... completed/campaigned for/work towards, etc Things weren't always easy for He/She faced/had problems, etc

Impact of work: Without a doubt, ... is one of the most well-known/admired, etc. authors/politicians/actors, etc. of all time. His/her work can be seen in What's more their work has been important in

Conclusion

- **Summarise** the main points of your speech.
- Select an **appropriate closing technique** to conclude your speech (e.g. **ask a rhetorical question**: Our world is truly fortunate as it had the privilege of knowing ..., isn't it?)
- **Thank** the audience (e.g. Thank you for your time.)

Toasts are short speeches given in order to **congratulate**, **show appreciation** or **remember**. These are delivered at times of celebration or commemoration, including holidays such as New Year's Eve, graduation days, weddings, retirement celebrations, housewarming parties etc.

The most important thing to remember when toasting is to **keep it short**. Secondly, always remember that the aim of the toast is to **focus attention on the person(s) being toasted**, so make frequent eye-contact with them. Also, make sure the toast is all about them. If your toast is about an event rather than a person, it should be more formal. To finish a toast, you can say something like, "Please join me in a round of applause for... and raise your glass."

1 a) Study the toasts (1-5) below and match them to the occasions (A-E).

1 Josephine, you have spent the last 40 years trying to make a difference to the lives of those you teach, making sure they reach their goals. You've given so much of your time and patience both at work and at home. But now, it's finally time for you to focus on yourself, to relax and do the things you love and enjoy. You deserve it! Let's all raise our glasses as we wish Josephine a long, happy and relaxing retirement. To Josephine!

2 The year has just passed us by in the blink of an eye, hasn't it? We have all had some amazing moments, and of course some that we wish to forget. Now it's time to say goodbye to this year and welcome the next with new hopes, dreams and expectations. Here's to wishing everyone health, happiness and good luck in the coming year. Happy New Year everyone!

3 John, there are no words to express how proud we are of you! Apart from achieving your lifelong goal to complete the Yukon Quest, you also finished in third place! We know how challenging the course was – from Whitehorse Yukon all the way to Fairbanks in Alaska on dogsled! Your determination, endurance and will to succeed are inspirational! So, everyone, please join me in congratulating John on his extraordinary achievement! Well done, John!

4 Samantha and Tim, the very first time I saw you together, I just knew we would hear the sound of wedding bells in the near future. You're such a perfect couple, just like two pieces of a puzzle that belong together. When I heard the news that Tim proposed while you were both in Venice, I was so happy. I thought to myself, 'finally!' So today, on this joyous occasion, I'd like to wish you both congratulations and all the best for your wedding next summer. To Samantha and Tim!

5 Juliet and Michael, I cannot help but smile when I look at the two of you; how your faces glow with happiness as you look at your new baby boy! Little George may not realise it yet, but he is one lucky boy to be born into such a wonderful loving family. I know you will both cherish every moment you have with him on this new and fulfilling journey. Now, please everyone join me in wishing the new mum and dad, Juliet and Michael and little George a life time full of laughter, happiness and great health! Congratulations!

- A** birth of a child
- B** New Year
- C** retirement
- D** engagement
- E** personal achievement

b) Now, match the photos to the appropriate occasion.



Extra Material

1 Nature's Wonders

Researching online

The internet is an invaluable research tool. However, finding appropriate information can be quite difficult because of the volume of online sources available. For this reason, it is important that you go through various sources carefully and only select information necessary for your presentation.

How to research

- To narrow your online search, use specific **key words** or **phrases** for your topic. For instance, if you are gathering information about what lakes are, the key word “lakes” will produce thousands of results. To limit your search, type more specific key words/phrases (e.g. lakes what they are). This will help you find the specific information you need.
- Remember to **take notes** from all relevant information you find and **keep a record** of where you found it.
- **Do not copy** someone else’s work word for word. Always use your own words (paraphrase).

Evaluating online sources

Online research is fast and convenient, but you should ensure your sources are reliable and up-to-date.

Think about the following:

- Is the author an expert on the topic?
- Is the website trustworthy?
- When was the information published? Is it up-to-date?
- Is the information based on opinions or facts?

You could use academic resources (e.g. online encyclopaedias and dictionaries, scientific or scholarly journals, official university sites). Also, look at a number of different websites to **cross-check information** before you use it.

- 1** a) The extracts (A and B) below give information on lakes. Which comes from a reliable source? Explain why.

A **Online Forum – Travel Tips Near Nature**

I once thought of lakes as boring places to visit, just areas of water surrounded by land. But after visiting Lake Berryessa in California, I see them in a completely different light. This lake is the largest in Napa County and it's simply gorgeous. It was formed by the Monticello Dam and it has a giant spillway, a huge hole which acts as a drain whenever there is extra water. Amazing, right? It's also a popular area for those who love water skiing and wakeboarding and believe it or not, fishing too! So, if you ever get the chance to visit, you should definitely go!

Lucy – Loving the lake vibe

B **Journal of Lakes and Rivers**

Lakes, areas of water surrounded by land, are found in various sizes. They either contain freshwater or saltwater and are home to many forms of life: fish, plants and other animals. They are formed in many different ways, from glaciers and landslides to dams. Lakes are known to be shallower than seas and oceans.

Chris Thomas, *Journal of Lakes and Rivers* Vol. 61, No. 1 (July 2016), p 81

- b) Read the extract below and underline the information about what a lake is. Then rewrite the information paraphrasing it.

According to scientific research, there are approximately 117 million lakes in the world. They are found in every continent and every type of environment, such as mountains, deserts and seashores. These bodies of water are surrounded by land and come in various sizes, from a few square metres to thousands of square kilometres. Some are so big, they are called seas, like the Caspian Sea between Europe and Asia.

Nathan Thomas *Journal of Limnology* Vol 13, No 2 (September 2016), p.3

2 Famous Characters in Literature

Selecting appropriate visuals

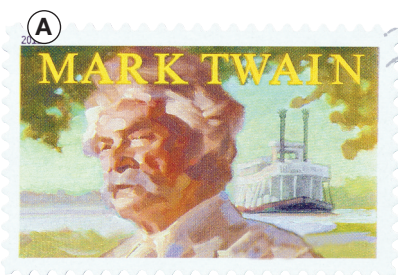
Visuals attract the audience's attention and can make your presentation memorable and your message more powerful.

How to **select** visuals:

- **Use broad key words** so as to find visuals that relate to your message but are not limited to only one aspect of it.
- **Go through a number of websites** until you find a visual that fits your message. Avoid visuals that just look good. Choose ones that support your point(s).
- Select images that are **big enough** for everyone in the audience to see, even from a distance. Also make sure that the image is not distorted or has a low resolution.
- **Attribute.** Most images are protected by copyright laws; however, there is a number of image resources that offer copyright-free images. (You can type this in your search engine when researching for visual material).

(**Note:** If you are not an adult, you can ask a parent or teacher to help you through this process.)

- 1 Look at the pictures below. Which ones would you choose for a presentation on Huckleberry Finn? Which one is not appropriate? Why?



Selecting appropriate video material

Video clips are an effective way to grab the audience's attention, both visually and emotionally. You can include a short video clip (e.g. a short excerpt from a film featuring the literature character you are presenting) either in the introduction or conclusion of your presentation.

How to **select** video material:

- Use websites such as Youtube to find an appropriate video clip to use in your presentation.
- Ensure the video clip is **short** and **relevant** to your topic. It should also have **clear images** and **sound**.
- **Copyright laws** also apply to video clips, therefore check carefully whether you need to attribute the source, or alternatively, select a copyright-free video.
- If creating an electronic presentation, the process of inserting a video is different for each presentation software (PowerPoint, Prezi, Keynote, etc.). You can check how to do this by using the help function in your presentation software.

- 2 Now, find an appropriate video clip to use in your presentation about a famous character in literature.

Extra Material

5 Helping Our Planet

Using Presentation Software & Speaker Notes

Presentation software (PowerPoint, Prezi, Keynote, Impress, etc) gives you the opportunity to create a number of slides with text and/or images and display them in a slide show. Most electronic software programs offer the option to include notes under each slide.

When writing your notes:

- Don't **write** your entire presentation. Write **key words** or **phrases** instead of long sentences.

When using your notes during your presentation:

- Don't **read** directly **from your notes**. **Glance** at them briefly to remember what you want to say next.
- You can print out copies of your slides with the notes below, or you can view the slide and notes on a **computer** or **tablet**.

1 a) Look at the slide (1) below and the speaker notes from a presentation about water conservation. Which note (A or B) is more appropriate? Why?



A

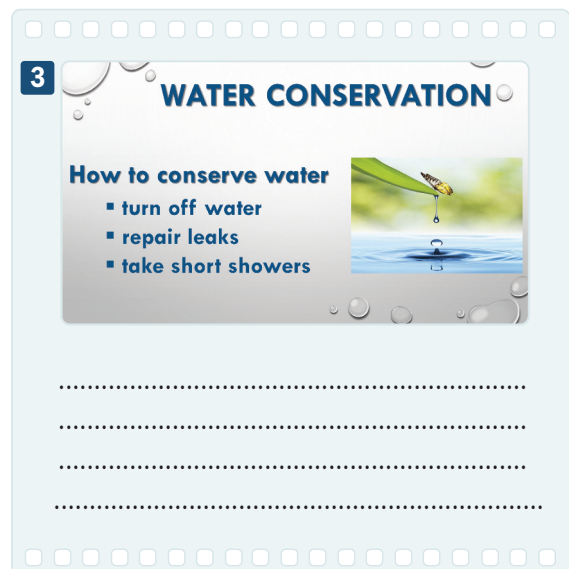
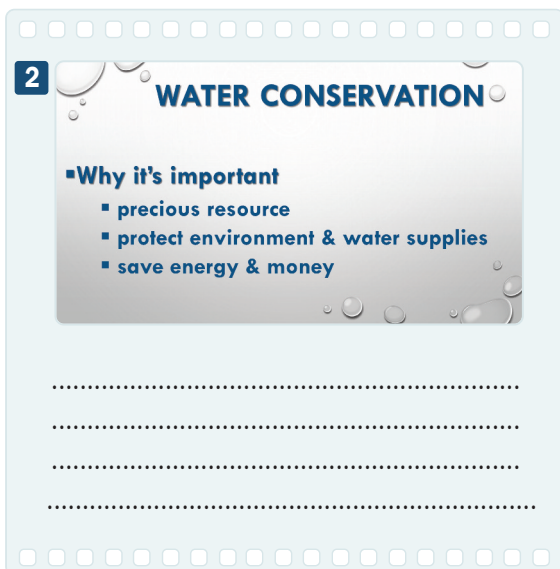
Water conservation means the wise and efficient use and management of water by all the consumers. It is important as it is used in agriculture, industry and at home.

B

Water conservation
What is it?

- wise/efficient use & management of water
- by all consumers
- agriculture, industry, at home

b) Now look at the slides below and write appropriate speaker notes under each one.



c) Prepare your own electronic presentation about one way students can help the environment and present it in class.

On Screen

A2+/B1

On Screen Public Speaking Skills is a unique supplementary component that accompanies the **On Screen** series. It helps learners develop their public speaking skills. Public speaking is more than just a talent. It is a skill that can be learnt and developed. **On Screen Public Speaking Skills** ensures that students become memorable speakers!

Key Features

- A comprehensive introduction to the essential elements of a presentation
- Age-appropriate models for analysis and use as a springboard for communication
- Effective techniques to help students develop and organise their presentations
- Useful tips to support and guide students



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