

On Screen

Virginia Evans - Jenny Dooley

Pre-Intermediate | B1



Public Speaking **Skills**

Student's Book



Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley, 2015

Design and Illustration © Express Publishing, 2015

First published 2015

Fifth impression 2019

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

Acknowledgements

Author's Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Warehouse (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

Presentation Skills 4a: Interesting Artists - Guido Daniele © sipa/Hand-imal Art www.iml.gr on p. 17,

Presentation Skills 5f: An Award Ceremony – apa sherpa © afp/www.iml.gr on p. 21,

Presentation Skills 8/Language Focus: A Helping Hand – volunteer play with children © Valeriya Anufriyeva/Shutterstock.com on p. 29

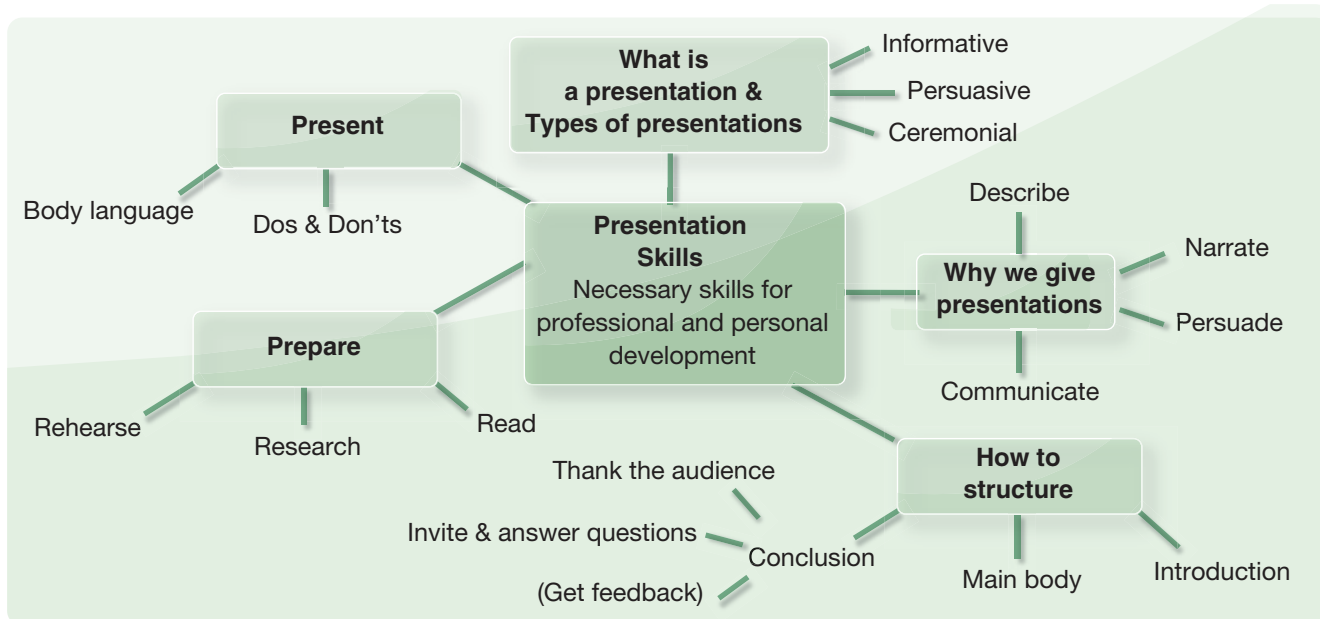
Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Contents

Introduction	p. 4
Presentation Skills 1a – A Way of Life	p. 8
Presentation Skills 2a – Against All Odds	p. 10
Presentation Skills 2b – Out of this World	p. 12
Presentation Skills 3 Language Knowledge – The Next Step	p. 14
Presentation Skills 4a – Interesting Artists	p. 16
Presentation Skills 5a – Can you help?	p. 18
Presentation Skills 5f – An Award Ceremony	p. 20
Presentation Skills 6 Language Focus – Creepy Crawlies	p. 22
Presentation Skills 6 CLIL – Keep Calm and Carry On	p. 24
Presentation Skills 7b – Healthy Eating	p. 26
Presentation Skills 8 Language Focus – A Helping Hand	p. 28
Presentation Skills 8 CLIL – Geology Rocks!	p. 30
Ceremonial Speeches	p. 32
Toasts	p. 35
Answering Questions	p. 36

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

Introduction



What is a presentation?

Presentations describe, narrate, persuade or communicate ideas. Presentation skills are necessary for personal and professional development.

Types of presentations

There are different types of presentations:

- **Informative** e.g. school presentations, technology & science conferences, business seminars.
- **Persuasive** e.g. in sales, debates, to a group of peers, political speeches.
- **Ceremonial** e.g. graduation, wedding toast. (see p. 32)

Presentation skills are also needed in **interviews** (job & journalism), **project reports** at a meeting, **social events**, **toasts** at an event with family or friends, colleagues etc.

Why we give presentations

We give presentations to:

- A describe** a product, an invention, a place, a person (e.g. myself, a famous person).
- B narrate** an experience, a story, a myth, a fable, an event (e.g. a natural disaster).
- 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 present ourselves and 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 (see p. 36) and **thank** the audience for listening to us. We can sometimes **get feedback** from the audience.

Opening/Closing techniques

To **start** a presentation we can:

- 1 **address the audience** by asking a question e.g. *Have you read "The Hound of the Baskervilles" or J.K. Rowling's Harry Potter books?*
- 2 **use a quotation** e.g. *The American writer Neil Postman once said, "Children are the living messages we send to a time we will not see."*
- 3 **ask a rhetorical question** e.g. *We all have a hero who has overcome challenges in life, don't we?*
- 4 **make a statement** e.g. *There are many career paths available and choosing which path to follow is one of the biggest decisions you'll make.*
- 5 **narrate a personal or general story** e.g. *For thousands of years, people have studied the night sky, from the ancient Greeks and Egyptians to the Babylonians and the Maya. ...*
- 6 **set the scene and stimulate emotions** e.g. *Imagine this: You're on holiday in a hot country and you're having a great time, but one morning you wake up and notice you are covered in itchy red lumps.*
- 7 **use visuals (photos, charts, films, pictures etc)** e.g. *Look at this picture. How does it make you feel?*
- 8 **use music (a song, soundtrack etc)** e.g. *Listen to this piece of music. It's from ...*
- 9 **use humour (a joke, a riddle etc)** e.g. *I'm the planet that everyone calls red, but really my soil is rust-coloured instead. Look up and you may spot me in the sky; I'm the orange-coloured dot, way up high. What am I? ... I'm Mars, the 'Red Planet'!*
- 10 **use a rhyme or a short poem** e.g. *There is a traditional poem for wedding days that goes:
Something old, something new,
Something borrowed, something blue.*

To **end** a presentation we can:

- 1 **address the audience** by asking a question e.g. *Don't you think our way of life is fascinating?*
- 2 **use a quotation/saying** e.g. *As the saying goes, "Challenges are what make life interesting. Overcoming them is what makes life meaningful."*
- 3 **ask a rhetorical question** e.g. *It's not hard to see why this little corner of Britain attracts so many artists, writers and tourists, is it?*
- 4 **make a statement** e.g. *The Giant's Causeway is a fascinating place; it's probably the best example of a basalt column formation anywhere in the world.*
- 5 **narrate a personal or general story** e.g. *In fact, it was walking on this very moor and wondering how these impressive tors were formed that first inspired me to study geology.*
- 6 **stimulate emotions** e.g. *For me, there's nothing that can beat the feeling of awe you experience when you float, weightless, far above the Earth in the infinite blackness of space.*
- 7 **use humour (a joke, a riddle etc)** e.g. *What do you call artificial spaghetti? Mockaroni! ... We might be laughing now, but if scientists continue this rapid development of GM foods, it might not be long before everything we eat is artificial.*
- 8 **use a 'what if' question** e.g. *What if we don't act now? What will become of us and our wildlife?*
- 9 **use a rhyme or a short poem** e.g. *Eat healthy food, breathe deep and laugh until you cry. Don't let the stress creep in and, always, always try!*

Ways to get 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. The audience can 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 people and give questions for them to discuss and report back. e.g. *Please get into groups of 3 and discuss what impressed you most about ... and why.*
- 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?* **R**ecycle/**R**euse/**S**ave water/**P**lant trees/**R**ide a bike to school etc.

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

Prepare

Steps to follow

- 1 Read, brainstorm & prepare a spidergram to organise your notes.
- 2 Research resources from videos, texts within the module, the Internet, encyclopaedias etc.
- 3 Prepare your presentation. Decide which points to include and how to present them.
- 4 Rehearse your presentation in front of a mirror or friends, videotape or record yourself.

Present

Dos while giving a presentation

- Be prepared & know your material.
- Make sure your equipment works (check connectivity, program versions, hyperlinks etc).
- Look confident & professional.
- Have positive energy & smile.
- Keep eye contact with your audience.
- Use positive body language (stand up straight, use gestures/facial expressions to convey meaning etc).
- Keep your presentation simple & clear.
- Keep slides short & use clear text/diagrams.
- Attract the audience's attention with an interesting beginning (a story, a joke, a video etc).
- End your presentation by summarising the topic or by making a closing statement.

Don'ts while giving a presentation

- Don't read directly from the screen or your notes.
- Don't stand with your back to the audience.
- Don't fold your arms.
- Don't speak in a monotonous voice.
- Don't rush.
- Don't break the flow of the presentation by using fillers while speaking (e.g. 'um', 'er', 'ah').
- Don't use confusing graphics (e.g. dark fonts on dark backgrounds).
- Don't carry a lot of items with you.
- Don't wear casual clothes (e.g. shorts, flip flops).

Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
- mention all the points from the spidergram
- use appropriate opening/closing/feedback techniques
- use appropriate visuals/music
- think of possible questions from the audience and answer them

Rehearse and give your presentation.

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.



Don'ts ✗

Don't read directly from your notes.



Stand up straight and maintain eye contact with your audience.



Don't turn your back to the audience.



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



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.

The Hadza: the last of the first

- last hunter-gatherer tribe in the world
- second-oldest people on Earth

2 Use a title

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

Apollo 13

"Houston, we've had a problem here."



3 Use visuals

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



The Japanese Giant Hornet

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

This will make your slides easier to read.

Voluntourism

- Help people in other countries
- Support a good cause
- A good opportunity to travel
- Rewarding experience

5 Use clear and easy-to-read fonts

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

Formation of Dartmoor

- ✓ formed 300 million years ago
- ✓ granite: igneous rock
- ✓ magma slowly cooled beneath Earth's surface
- ✗ *formed 300 million years ago*
- ✗ *granite: igneous rock*
- ✗ *magma slowly cooled beneath Earth's surface*

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.

The Mediterranean Diet

- healthier heart
- longer lifespan
- good weight management

Model analysis

A Way of Life

Imagine you are a tour guide. Present information about the Wodaabe tribe and way of life to a group of tourists.

- 1** a) Read Darren's presentation about the Wodaabe tribe. Can you identify the type of presentation? (See *Types of presentations* on p. 4.)

Good morning and welcome. My name is Darren and I'm your guide today. Is this your first visit to the Sahara Desert? ... Yes? Well, it might be the first time for all of you, but for the Wodaabe this desert has been home for hundreds of years.

The Wodaabe tribe live here in Niger, North Africa. There are about 45,000 of them. They are nomadic cattle herders, which means they don't have permanent homes. Instead, they travel through the Sahara Desert trading their cattle for supplies. Their clothing is very colourful, but what people notice most about their appearance is their turbans and the straw hats they wear to protect themselves from the sun. The Wodaabe place high importance on physical beauty – in fact, they consider themselves the most beautiful people in the world – and they even hold a beauty contest called 'Gerewol' every year to celebrate their good looks! Gerewol is not just about looking good, however. The contestants – all men – have to dance all day under the hot sun. This takes incredible strength. This is another trait that the Wodaabe pride themselves on, as being strong is essential for their lives in the desert.

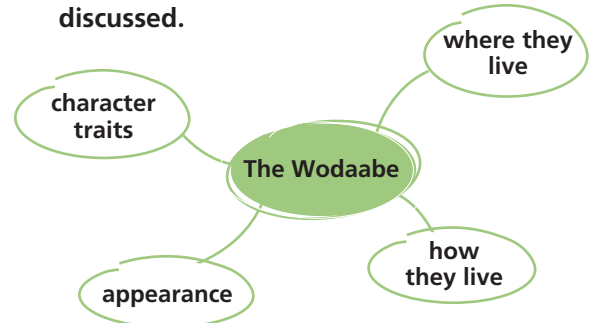
The Wodaabe way of life has been the same for centuries; for time out of mind, this tribe has wandered the desert with their cattle. But these days the world around them is changing faster than it ever has before. How long before these changes begin to affect the Wodaabe?

Now I'd like to hear from you. What are your thoughts about the Wodaabe way of life? ...

Has anyone got any questions about the Wodaabe? ... OK! Now let me show you around the camp.



- b) Talk about the Wodaabe: *Where do they live? How do they live? What do they look like? What are the tribe's character traits?* Then, copy the spidergram into your notebook and complete it with the information you discussed.



- 2** Read the underlined parts in Darren's presentation. Which opening/closing techniques does he use? (See *Opening/Closing techniques* on pp. 4-5.)

- 3** Which technique does Darren use to get feedback from the audience? (See *Ways to get feedback from the audience* on p. 5.)

Your turn

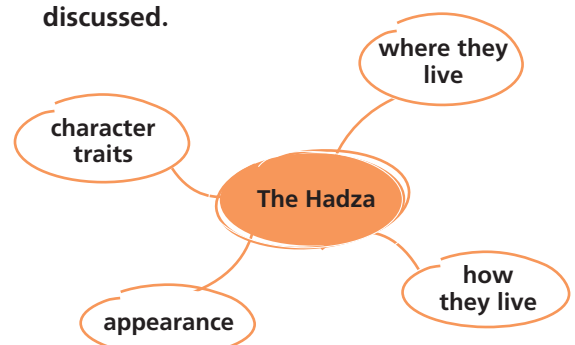
A Way of Life

Imagine you are a tour guide. Present information about the Hadza tribe and way of life to a group of tourists. (Student's Book, Module 1a, pp. 6-7)

Organising ideas

- 4** a) Read the text about the Hadza on pp. 6-7 of your Student's Book and watch the Module 1 – The Hadza.

- b) Talk about the Hadza: *Where do they live? How do they live? What do they look like? What are the tribe's character traits?* Then, copy the spidergram into your notebook and complete it with the information you discussed.



Opening/Closing techniques

- 5 a) Read the extracts (A-C). Which is from the introduction of a presentation? Which are from the conclusions?

- A** No one knows what the future has in store for the Hadza, but I hope they continue to wander this valley for generations to come.
- B** I want you to close your eyes and imagine this: a group of people are sitting around a burning fire as some meat slowly cooks over the flames. It smells delicious. Then they share it out equally between each person and eat. This is a typical mealtime for the Hadza.
- C** They are an ancient people with a long history, but an uncertain future. They hold on to their traditions and are proud to be Hadza; the last of the first.

1 making a statement

3 setting the scene

2 stimulating emotions

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

Getting feedback

- 6 Read the extract. How does the speaker get feedback from the audience?

So, now that you know some things about the Hadza way of life, how would you like to spend the day living like they do? How many of you would like to try hunting with the Hadza men? ... And how many would like to gather fruit? ...

Finding visuals

- 7 Find appropriate visuals to use in your presentation.



Preparing & Presenting

- 8 Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: Good afternoon and welcome.

Introducing yourself: My name is ... and I'm your guide today.

Introducing the topic/Opening technique (using visuals): Look at this picture. It shows a man with a bow and arrows going hunting. I don't expect many of you hunt for your dinner, but this is how members of the Hadza tribe, catch their food, and it is how they have done it for thousands of years.

Main body

Where they live: The Hadza live here in the ... in

How they live: They are probably They live off what nature gives them by It's a carefree life; they sleep ... and they don't plan

Appearance: Experts believe the Hadza are Hadza men are ... with ... and most carry

Character traits: As a group, they are ... and ... people. Time has no meaning for them; they don't keep track of You can also see that they have few ..., no ... and no This is probably why they don't seem to have any worries!

Conclusion

Summarising points: All in all, the Hadza way of life is carefree. They wander the land, taking only what they need, and they don't keep track of time.

Closing technique (using a quotation/making a statement): In the words of the late Indian Prime Minister, Jawaharlal Nehru, "Time is not measured by the passing of years but by what one does, what one feels ..." and I think that is what the Hadza way of life is all about. I just hope the busy modern world, with its stress and pressure, doesn't change them.

Getting feedback (optional – focus groups): Now, get into groups of four and discuss what you think is the most interesting thing about the Hadza tribe and why.

Inviting questions: Do you have any questions about the Hadza? ...

Ending: Thanks for all your great questions. Now let's go and find something to eat.

Model analysis

Against All Odds

Imagine you are a NASA researcher and you have been invited to discuss a story of survival on board the Mir space station on a TV talk show.

- 1** a) Read the presentation about the space survival story. Can you identify the purpose of the presentation? (See *Why we give presentations* on p. 4.)



Host: Hello and welcome to the show. Our special guest today is NASA researcher Adam Frost, who is here to tell us an amazing story of survival in space. So, Adam, tell us what happened.

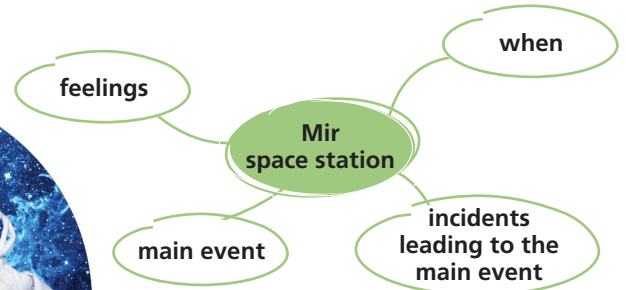
Adam: Good afternoon, everyone. Many children dream of walking in space, don't they? Well, for the American astronaut Dave Wolf, this childhood fantasy became reality in 1997 when he went on his first spacewalk, though it almost turned out to be his last.

It happened while Dave was on board the Mir space station, 358 kilometres above the Earth. He was with fellow astronaut Anatoly Solovyev and they were making repairs to the station. When they finished, they tried to get back inside, but the airlock was broken and they couldn't open it! They only had a little bit of oxygen left, so they did the only thing they could: they disconnected themselves from the station and tried to float around to another airlock. It was a risky decision: One false move, and they would float off into space and be lost forever. A further problem was that, after they disconnected themselves from the station, their space suits had no cooling system. In fact, Dave got so hot that his visor fogged up and he couldn't see a thing! By spitting, he made a tiny gap to see through and saw they were in the living quarters of the space station – they had made it! Both Anatoly and Dave felt really lucky to be alive.

That spacewalk was probably the most terrifying few hours of the astronauts' lives, but it didn't stop them wanting to return to outer space again. After all, most astronauts say there's nothing that can beat the feeling of awe you experience when you float, weightless, far above the Earth in the infinite blackness of space.

I'd be happy to answer any questions about this remarkable story of survival. ... Thank you for having me on the show tonight.

- b) Talk about the space survival story: *When did it happen? Which incidents led to the main event? What was the main event? How did the people feel?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2** Read the underlined parts in the presentation. Which opening/closing techniques does Adam use?

Your turn

Against All Odds

Imagine you are a NASA researcher and you have been invited to discuss the Apollo 13 mission on a TV talk show. (Student's Book, Module 2a, pp. 22-23)

Organising ideas

- 3** a) Read the text about the Apollo 13 disaster on pp. 22-23 of your Student's Book and watch the  Module 2 – Apollo 13: Houston, we've had a problem.

- b) Talk about the Apollo 13 disaster: *When did it happen? Which incidents led to the main event? What was the main event? How did the people feel?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 4** a) Read the extracts (A-B) from the introductions of presentations. Match them to the techniques (1-2).

- A** Look at this picture. It shows astronauts Jim Lovell, Jack Swigert and Fred Haise Jr after their mission to the Moon, a mission from which they almost didn't return.
- B** Picture being trapped inside a spacecraft high above the Earth, slowly running out of air and fuel. Imagine the terror of knowing that you might not make it back home. Well, that's what it was like for astronauts Jim Lovell, Jack Swigert and Fred Haise Jr up in space, and I think it's safe to say it was the most frightening experience of their lives.

1 using visuals

2 setting the scene and stimulating emotions

- b) Read the extracts (A-B) from the conclusions of presentations. Match them to the techniques (1-2).

- A** As the saying goes, "Challenges are what make life interesting. Overcoming them is what makes life meaningful."
- B** In addition, the incident didn't stop NASA from continuing to explore outer space. After all, you can't let fear hold you back from living your dreams, can you?

1 asking a rhetorical question

2 using a quotation

Finding visuals

- 5** Find appropriate visuals to use in your presentation.



Preparing & Presenting

- 6** Follow the plan. Use the completed spidergram from Ex. 3b 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 use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Host: Welcome back to the programme. Now, I'd like to introduce NASA researcher ... to tell us an incredible space survival story. Welcome, ...

Greeting: Hello, everyone.

Introducing the topic/Opening technique (narrating a personal story): Back in 1970, when I was a child, excitement swept the American nation when NASA launched Apollo 13. I remember, along with everyone else, being thrilled about the third mission to the Moon, but we had no idea what was about to happen.

Main body

When: The Apollo 13 mission left Earth in ...

Problem: Two days into the mission, the crew ... when they heard Warning lights ... and they could see ... because At first, they thought ..., but then they found out There was no time to lose – they were running out of oxygen.

Solution: The only thing to do was to move They used it as ... because it had Unfortunately, the equipment ..., but they managed to Just before they re-entered Earth's atmosphere, they ... because On 17th April, they

Feelings: It was ... for everyone when the crew finally landed.

Conclusion

Summarising points: What happened during the Apollo 13 mission was terrifying and surviving it defined the lives and careers of the astronauts on board.

Closing technique (making a statement): In fact, NASA declared the mission a success because of the way those brave men dealt with the crisis and survived.

Inviting questions: Does anyone in the audience have a question for me about the Apollo 13 mission? ...

Ending: Thank you. It's been a pleasure to appear on your show tonight.

Model analysis

Out of this World

Imagine you work at a planetarium. Present information about Saturn to a group of students on a school trip there.

- 1** a) Read Caitlin's presentation about Saturn. Can you identify the purpose of the presentation?

Hello, everyone and welcome to our new show: *Giants of the Solar System*. I'm Caitlin Sparks and today we're learning about the largest bodies in our solar system, the 'gas giants'. Let's take a look at the first slide. Does anyone know which gas giant this is? ... Saturn, that's right!



Saturn is the sixth planet from the Sun. It's the second-largest planet in our solar system and it's also the furthest object we can see from Earth without a telescope.

As I said, Saturn is a gas giant, which means that it doesn't have a solid surface. Most of the planet is gas, mainly hydrogen and helium, but it does have a core of rock. Saturn's most distinctive feature is its rings. These are made of ice and, although they are thousands of kilometres wide, they are only 10 kilometres thick in places!

Saturn is very cold – the surface temperature is -178°C ! Most of Saturn's heat comes from inside the planet, rather than the Sun, because it is so far away. There are also extremely fast winds which blow at speeds of up to 1,800 km/h!

We are finding out more about Saturn all the time. In fact, NASA's Huygens-Cassini Mission is there right now. The Huygens probe has been on Titan since 2005 and the Cassini spacecraft is orbiting the planet, gathering information about its moons and rings.

To sum up, Saturn is a freezing cold planet without a solid surface, surrounded by enormous rings of ice. It's impossible for humans to travel so deep into space, and we could certainly never land on Saturn, but it's a beautiful sight, isn't it?

Now let's have a quiz in two teams. The team with the most points wins the game! Let's start! Team A: What is Saturn's core made of? ... Rock, yes! Team B: How thick are Saturn's rings? ... 10 kilometres, that's correct! Team A: What is the surface temperature? ... -178°C , that's right! Finally, Team B: How fast can winds blow on Saturn? ... 1,800 km/h, well done! Good work, everyone – it's a draw!

Are there any questions about Saturn before we move on? ... Great! Now let's take a look at our largest gas giant, Jupiter.

- b) Talk about Saturn: *Where is it? What's the geography of the planet? What's the climate like? How are we exploring it? What do you know about the missions we have sent there?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2** Read the underlined parts in Caitlin's presentation. Which opening/closing techniques does she use?
- 3** Which technique does Caitlin use to get feedback from the audience?

Your turn

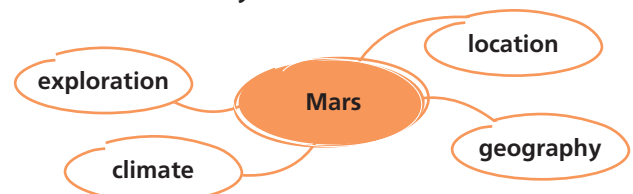
Out of this World

Imagine you work at a planetarium. Present information about Mars to a group of students on a school trip there. (Student's Book, Module 2b, p. 25, Ex. 10b)

Organising ideas

- 4** a) Read the completed text about Mars on p. 25 of your Student's Book and watch the  Module 2 – Mars.

- b) Talk about Mars: *Where is it? What's the geography of the planet? What's the climate like? How are we exploring it? What do you know about the missions we have sent there?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Tip!

If your presentation includes a lot of facts and figures, you can write these on numbered prompt cards so that you can remember them when you are giving your presentation.

- 1** 4th planet from Sun - 2nd smallest in solar system

Opening/Closing techniques

- 5** a) Read the extracts (A-C). Which is from the introduction of a presentation? Which are from the conclusions?

- A** It's the planet that everyone calls red, but really its soil is rust-coloured instead. Look up and you may spot it in the sky; It's the orange-coloured dot, way up high. What is it? ... That's right, it's Mars, the 'Red Planet'!
- B** What if humans do travel to Mars one day, as scientist Andrew Fazekas suggests? Would you want to go?
- C** In fact, many experts believe that the survival of the human race depends on us colonising other planets like Mars. As scientist Stephen Hawking said, "our future is in space".

- 1** asking a 'what if' question and addressing the audience
- 2** using a quotation
- 3** using a riddle

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

Getting feedback

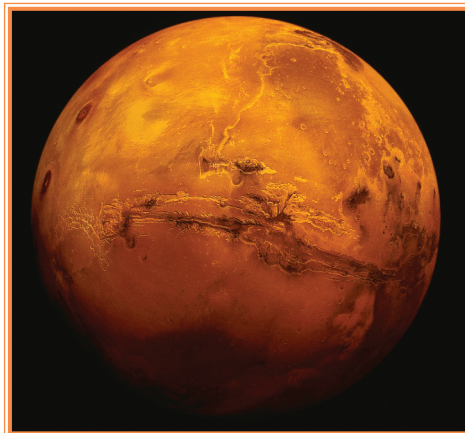
- 6** a) Read the extract. How does the speaker get feedback from the audience?

What can you remember about the geography of Mars? What features can you see there? Use the letters V, I, D, M and C on the slide to help you. ... **V**-olcanoes, **I**-ce caps, **D**-eserts, **M**-ountains and **C**-anyons, that's right!

- b) Can you suggest another feedback technique?

Finding visuals

- 7** Find appropriate visuals to use in your presentation.



Preparing & Presenting

- 8** Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Exs 4 & 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: Hello, everyone and welcome to our new show Mission to Mars.

Introducing yourself: My name is ...

Introducing the topic/Opening technique (narrating a general story): For thousands of years, people - from the ancient Greeks and Egyptians to the Babylonians and the Maya - have studied the night sky. And even though they didn't have telescopes then, they could easily see the 'Red Planet', Mars, one of the brightest planets in the sky. Today we will be exploring this amazing planet together.

Main body

Location: Mars is ...

Geography: The atmosphere on Mars is ... It's got ...

Climate: The climate of Mars is ... The temperature is about ... There are also ...

Exploration: NASA has sent several missions to Mars, and each one teaches us something new about the planet. The Phoenix Lander ..., and later the Curiosity rover ... This means that life could survive on the Red Planet, and NASA hopes to ...

Conclusion

Summarising points: In conclusion, Mars is our closest neighbour, and the planet most like Earth. It's possible, even probable, that humans could live there.

Closing technique (making a statement - asking a rhetorical question): A manned mission to Mars is the next step towards this dream, and it would certainly be an exciting development in our exploration of space, wouldn't it?

Getting feedback (optional - a Y/N game): Now let's play a game. Listen to my statements. If you think a statement is true, raise your hand. Let's begin. Mars is the second planet from the Sun. ...

Inviting questions: Has anyone got any questions about Mars?

Ending: OK, now let's look at some pictures of Mars taken by NASA's Curiosity rover.

Model analysis

The Next Step

Imagine you are a school's careers guidance counsellor. Present information about choosing the right university/college course to students in a school assembly.

- 1** a) Read Peter's presentation about choosing the right university/college course. Can you identify the type of presentation?

Good morning, everyone! I'm Peter Murray and I'm a careers guidance counsellor. Choosing the right university or college to attend can be a daunting task. Perhaps some of you here today feel a little lost about where to start. To put your minds at ease, I've put together some helpful information to guide you through this process.

The very first thing you should do is to review the entry requirements of your desired course. Nowadays, many courses will not accept students unless they have studied particular subjects at high school and they have obtained satisfactory scores. For example, entry into a medical course usually requires high grades in science subjects.

The next step is to research the course structure, the facilities available on and off campus as well as the teaching staff and their qualifications. This will provide you with a general overview of what is on offer.

It is also vital that you sit down with your family to discuss finances. Textbooks, course and accommodation fees can all add up and some courses won't be feasible because of financial constraints.

Lastly, it would be wise to investigate the career opportunities available to you on completion of a course. There are two ways to do this. The first is to check employment sites or secondly, make an appointment with me to discuss your options.

To conclude, remember to look at the course entry requirements, do research, and examine the costs and the work opportunities available to you. After all, I'm sure you all want to make the right decision about this new and exciting chapter in your life, don't you?

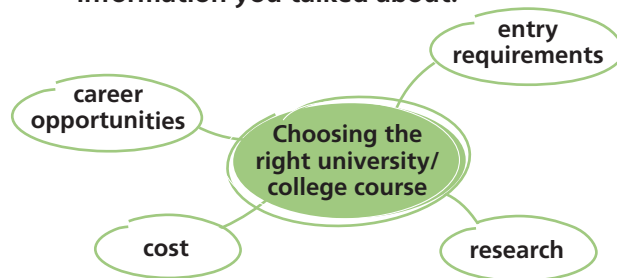
Now, I'd like you to hear from you. What do you think is the most important factor you need to consider for your course? ... Yes? The cost! And you? Entry requirements! ... Yes, they are all equally important.

Are there any questions about the steps to take when looking for a university or college course? ...

Thanks for your attention.



- b) Talk about choosing the right course: *Why is it important to know the entry requirements/to research/to discuss the cost? How can you investigate career opportunities?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



- 2** Read the underlined parts of Peter's presentation. Which opening/closing techniques does he use?
- 3** a) Which technique does Peter use to get feedback from the audience?


- b) Can you suggest an alternative feedback technique?

Your turn

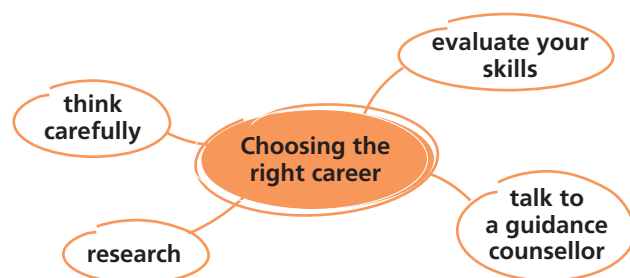
The Next Step

Imagine you are a school's careers guidance counsellor. Present information about choosing the right career to students in a school assembly. (Student's Book, Module 3, p. 48)

Organising ideas

- 4** a) Read the text about choosing a career on p. 48 of your Student's Book and watch the  **Module 2 – Choosing the Right Career.**

- b) Talk about choosing the right career: *Why is it important to evaluate your skills/talk to a guidance counsellor/do research/think carefully?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 5** a) Read the extracts (A-D). Which are from the introductions of presentations? Which are from the conclusions?

- A** Do you know what you want to do in the future?... Maybe? Well, there are so many career choices for young people nowadays. But before deciding which career path to follow there are certain things you need to consider.
- B** In the words of Steve Jobs, “Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do”. So make sure you pursue a career you’ll love doing in addition to considering all the factors we went through today.
- C** When I was your age, I thought about my future career thoroughly before making the leap into counselling. Today, I’m satisfied with my job, but only because I took the time to weigh up all my options as we just discussed here together.
- D** I want you to examine these pictures of different career paths. Do you see something that you like? ... Well, this can be you in the future but there are certain factors you need to ponder on before this happens.

- 1 narrating a personal story
- 2 using a visual & making a statement
- 3 addressing the audience & making a statement
- 4 using a quotation

- b) Match the extracts (A-D) to the opening/closing techniques (1-4).

Finding visuals

- 6** Find appropriate visuals for your presentation.

**Preparing & Presenting**

- 7** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language**Introduction**

Greeting: *Good afternoon, everyone!/Hello.*

Introducing yourself: *I'm ... /My name is ... and I'm a careers guidance counsellor.*

Introducing the topic/Opening technique (making a statement): *There are many career paths available to young people these days and choosing which path to follow is one of the biggest decisions you'll make right now. With this in mind, this information session aims to give you some useful information to put you on the right path.*

Main body

Evaluating your skills: *An initial step when choosing the right career path is Some people are great at ... while others are better at So, simply put, this means looking at*

Talk to a guidance counsellor: *Some career paths also require ... which can be But this shouldn't discourage you as there are Talk to me, your careers guidance counsellor, for*

Research: *If further education is not on the cards, search ... to find*

Think carefully: *Whatever you do, This means not rushing If you're not sure about which career is right for you, ...! Lots of companies offer It's also important to choose a career that will Being happy will make ... and*

Conclusion

Summarising points: *To sum up, it's vital to evaluate your skills, talk to a guidance counsellor, research and think carefully before settling on a particular career.*

Closing technique (stimulating emotions): *Remember to also enjoy this journey. It is only the start of much bigger and greater things to come in your lives.*

Getting feedback (optional – focus group): *Now, I'd like you to get into groups of four and talk about how important it is to evaluate your skills. Why?*

Inviting questions: *Does anyone have any questions about choosing the right career path? ...*

Ending: *Thank you all for listening.*

Model analysis

Interesting Artists

Imagine you are an art teacher. Present the artist Klaus Enrique Gerdes and his work to your students.

- 1** a) Read the teacher's presentation about Klaus Enrique Gerdes and his work. Can you identify the type of presentation?

Good afternoon, class. Today we're discussing Klaus Enrique Gerdes, a photographer based in New York. Some of you may already be familiar with his work but those of you who aren't, take a look at these slides. What do you think? ...

As you can see, Klaus' portraits are a little unusual because he doesn't take photos of real people's heads and faces. Instead, he constructs them from a variety of different natural objects. He uses anything from leaves, flowers and branches to fruit, vegetables and meat. For Klaus, fur, feathers, insects and sea creatures are excellent materials, too!

This idea, to create portraits from natural things, is not a new one. In fact, many of Klaus' photographs look like paintings created 400 years ago by the 16th century Italian painter, Giuseppe Arcimboldo. Arcimboldo's work belongs to the Mannerist movement which explored the relationship between humans and nature.

Before Klaus begins a new project, he collects materials. This might mean a trip to the supermarket or even a forest or beach. It's not always easy finding the correct colour of butterfly, a perfectly-shaped lemon or the ideally-sized onion, though! Then, it usually takes around three days to complete the project.

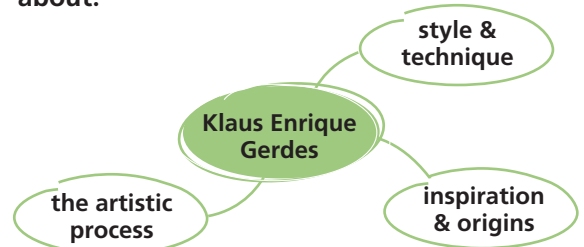
All in all, Klaus Enrique Gerdes creates art that is not just interesting to look at but that makes us think about the world we live in. After all, isn't that what art should always do?

I'd like to hear some of your thoughts. Do you think this type of art is as powerful as photographing real human beings? Why or why not? ...

Now, does anybody have any questions? ... OK. Let's have a go at creating a portrait in the style of Gerdes.



- b) Talk about Klaus Enrique Gerdes and his art: *What is his style and technique? What is his inspiration and its origins? What is the artistic process he follows?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2** Read the underlined parts of the teacher's presentation. Which opening/closing techniques does he/she use?
- 3** Which technique does the teacher use to get feedback from the audience?

Your turn

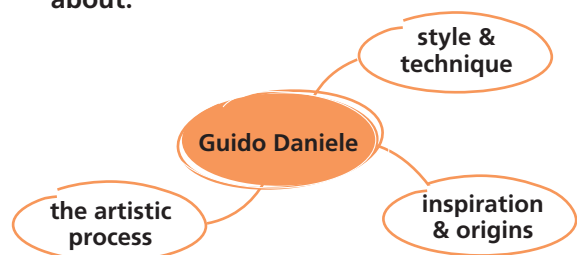
Interesting Artists

Imagine you are an art teacher. Present the artist Guido Daniele and his work to your students.
(*Student's Book, Module 4a, pp. 54-55*)

Organising ideas

- 4** a) Read the text about Hand-imal Art on pp. 54-55 of your Student's Book and watch the  **Module 4 – Hand-imal Art.**

- b) Talk about Guido Daniele and his work: *What is his style and technique? What is his inspiration and its origins? What is the artistic process he follows?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Tip!

You can play a short videoclip at the beginning of your presentation. This helps set the scene for the topic you're going to talk about. You can search for video clips on sites such as YouTube® on the Internet.

**Opening/Closing techniques**

- 5** a) Read the extracts (A-C). Which are from the introductions of a presentation? Which is from the conclusion?

- A** It was Henry David Thoreau who said “the world is but a canvas to our imagination” and that’s the theme of our lesson today. We’re looking at the work of Guido Daniele, an artist who certainly has a lot of imagination.
- B** So, what about you? What if you had to choose one animal to paint on a human hand, what would it be?
- C** Let’s watch a video together. ... This is an artist called Guido Daniele painting a snake onto a model’s hand, and it’s just one example his amazing art work.

1 asking a ‘what if’ question

3 using a visual

2 using a quotation

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

Getting feedback

- 6** a) Read the extract. How does the speaker get feedback from the audience?

Please get into groups of three and talk about which part of Hand-imal art impresses you the most and why.

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7** Find appropriate visuals for your presentation.

**Preparing & Presenting**

- 8** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language**Introduction**

Greeting: *Hello, class.*

Introducing the topic/Opening technique (narrating a personal story): *As an artist, I have always been fascinated by new ideas. The day I discovered Guido Daniele’s work was very exciting for me: I had never seen such an original way of painting before.*

Main body

Style & technique: *This specific technique and style is known as Basically, this involves Instead of painting on paper or canvas, Guido Daniele uses ...! From ... to ... and ..., his collection includes animals from all over the globe.*

Inspiration & origins: *Although Hand-imal Art is a very popular art form today, the idea came to Guido in He was inspired by ..., where art is so ... that it looks like It was actually an advertising company that Since then, of course, his work has just become more and more famous!*

The artistic process: *Before starting each new piece, Guido ... and works out how ... before beginning to paint. Then, it usually takes ... to complete the painting. It can be ...! At the end, Guido’s work ..., but not before ...!*

Conclusion

Summarising points: *All in all, Hand-imal Art is a fun and popular art form, but it also takes a lot of skill and patience to do it well.*

Closing technique (asking a rhetorical question): *As artists yourselves, you’re aware of the dedication that goes into every piece of work, aren’t you?*

Getting feedback (optional – polling question): *Out of curiosity, how many of you are interested in using the human body as an artistic canvas? Please, raise your hands. ... Well, I’d be happy to talk to you more later.*

Inviting questions: *Are there any questions?*
...

Ending: *Now let’s take a look at some more of Guido Daniele’s work.*

Model analysis

Can you Help?

Imagine you are a member of your school's environmental club. Give a presentation to other members of the club about the problems created by excess waste and the possible solutions.

- 1 a) Read Janet's presentation about the problems created by excess waste and the possible solutions. Can you identify the purpose of the presentation?

Hi all. I'm Janet Morgan. Look closely at this picture. How does it make you feel? ... A little concerned? Sad perhaps? Well, as we all know, the excessive amount of waste we produce is fast becoming a threat to our environment. The good news is that there is still time to do something about it!

To begin with, one problem caused by waste is air pollution. This occurs as the majority of waste ends up in landfills which results in the production of methane, a greenhouse gas more powerful than carbon dioxide. Governments around the world need to educate people about reducing waste, so the amount ending up in landfills will decrease and, hopefully, so will air pollution levels.

Another major concern is soil contamination. Plastic waste not only takes years to decompose, it also changes the chemical balance of the soil. This in turn affects the fertility of the soil and the ability of plants to grow. One solution would be for people to focus on more eco-friendly procedures, such as sorting and recycling plastic, to reduce plastic waste and improve soil quality.

Last but not least, a lot of waste makes its way into our rivers, seas and oceans, leading to water pollution. The lives of many marine animals are put at risk as they are entangled or ingest the waste. People should dispose of their waste appropriately and there should be stricter international water pollution laws. As a result, our water will be cleaner and animals will have a better chance of survival.

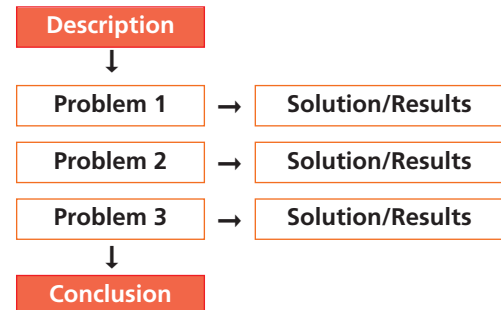
Overall, excess waste has a huge impact on our environment. These problems, however, can be solved through education, eco-friendly procedures, disposing of waste appropriately and stricter international water pollution laws. And remember: making a difference begins with each and every one of us.

So, how many of you think these solutions are achievable? ... Lots of you! That's great!

Are there any questions? ...

Thanks for your time.

- b) Talk about excess waste: *What problems does it cause? What solutions are there? What would be the expected results?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2 Read the underlined parts in Janet's presentation. Which opening/closing techniques does she use?
- 3 Which technique does Janet use to get feedback from the audience?

Your turn

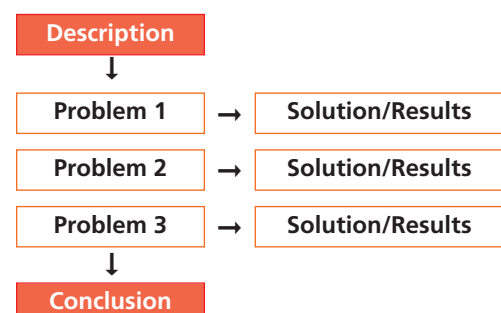
Can you Help?

Imagine you are a member of your school's environmental club. Give a presentation to other members of the club about the problems created by light pollution and the possible solutions. *(Student's Book, Module 5a, pp. 70-71)*

Organising ideas

- 4 a) Read the text about light pollution on pp. 70-71 of your Student's Book and watch the  Module 5 – Earth Day and Earth Hour.

- b) Talk about light pollution: *What problems does it cause? What solutions are there? What would be the expected results?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 5** a) Read the extracts (A-C). Which is from the introduction of a presentation? Which are from conclusions?

- A** It's now time to play a more active role to ensure these solutions are carried out, isn't it?
- B** When I say the word 'pollution' what do you think of? ... Litter, smog, plastic bags. Well you're not wrong! But there's another form of pollution causing problems around the world and that is light pollution.
- C** As the founder of Earth Day Gaylord Nelson once said, "The wealth of the nation is its air, water, soil, forests, minerals, rivers, lakes, oceans, scenic beauty, wildlife habitats and biodiversity ... that's all there is ..." and I think he is absolutely right!

1 addressing the audience & making a statement

2 asking a rhetorical question

3 using a quotation

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

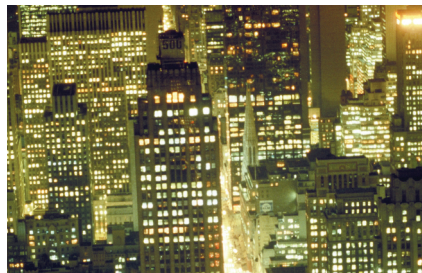
Getting feedback

- 6** a) Read the extract. Which technique does the speaker use to get feedback from the audience?

- Now, I'd like to hear from you. Which problem caused by light pollution do you believe needs the most attention and why? ... Yes?
- I think the effect it has on our wildlife because animals can't breed or migrate.
- And you? ...
- People's health. Unless light pollution decreases, a lot more people will feel unwell.
- I agree with all your comments.

Finding visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

- 8** Follow the plan. Use the completed diagram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can use get feedback and visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: *Hi everyone! / Good morning.*

Introducing yourself: *My name is ...*

Introducing the topic/Opening technique (stimulating emotions): *It's a sad fact our planet is struggling to cope with so many problems, from over-population to endangered wildlife. But now, it is crying out for extra help to combat the threats caused by light pollution. Luckily, there are solutions to this problem.*

Main body

Problem 1 – solution/result: *One major problem caused by ... is There are so many lights on at night – from ... and ... to ... and ... – that most cities ... and it's almost impossible to A simple solution is This will, in effect,*

Problem 2 – solution/result: *Another aspect of light pollution is ... on wildlife, for instance on These animals have trouble In order to raise awareness, more people should ... and During Earth Hour, countries switch off This, along with Earth Day, also encourages countries to ... and In this way, there will be a*

Problem 3 – solution/result: *Finally, light pollution causes problems Too much artificial lighting disrupts ..., ... and thus they become This can lead to ... such as To solve this problem, it's important for people Hopefully, in this way, everyone*

Conclusion

Summarising points: *All in all, the problems caused by light pollution are serious and need our urgent attention. But if we dim our streetlights, participate in Earth Hour and Earth Day and switch off any lights not in use, we are one step closer to helping our planet.*

Closing technique (asking a 'what if' question): *What if we don't act now? Will future generations even be able to see the stars?*

Getting feedback (optional – make a list): *Now on the flipchart next to me, let's summarise the possible solutions of light pollution. You can use the initial letters to help you. D-im streetlights, E-arth hour & day, S-witch lights off.*

Inviting questions: *Do you have any questions? ...*

Ending: *Thanks for listening.*

Model analysis

An Award Ceremony

Imagine you are accepting the 'Best International Organisation of the Year' award on behalf of Save the Children. Give an acceptance speech at the annual International Relief Awards ceremony.

- 1** a) Read Danielle's presentation about the Save the Children organisation. Can you identify the type of the presentation?

Host: ... and here to accept the award, on behalf of Save the Children is Danielle Hodge.

Danielle: ... Good evening and thank you all so much. It's truly an honour to accept this award on behalf of a great organisation like Save the Children. The founder of Save the Children, Eglantyne Jebb, once said, "We cannot leave defenceless children anywhere exposed to ruin – moral or physical." That's exactly why Save the Children exists; so that children all over the world can have enough food to eat, a place to sleep and access to education.



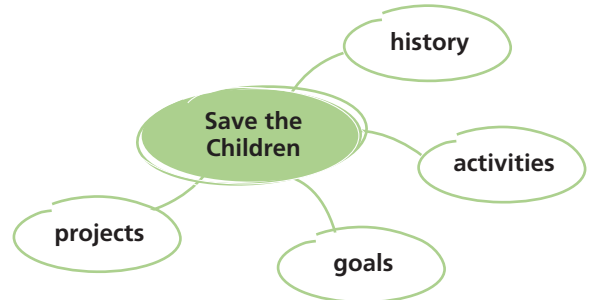
Save the Children was founded in 1919 to help children after World War I, and has continued to do so ever since. We work around the world to protect, rescue and educate children so that their lives will be better. From raising money to search-and-rescue efforts, our organisation has done a lot to get closer to our goals.

The main goal of our organisation has always been saving lives. A recent example of this is the work we did in Nepal after the earthquake in April 2015. We sent supplies and shelters to the most affected communities. Another goal of Save the Children is protecting children's rights. For instance, we work with governments to prevent child labour. In this way, children will be able to go to school instead and make a better life for themselves.

All in all, receiving the Best International Organisation of the Year award gives the founders, employees and volunteers at Save the Children recognition for all the hard work they have done and continue to do for children all over the world. After all, nothing is more important than helping the future generations of our planet.

I am very proud to be a part of this amazing group, and I want to thank each and every one of the volunteers with Save the Children for everything they do to help those in need. I also want to thank you in the audience for believing in our goals and your constant support.

- b) Talk about Save the Children organisation: *What is its history? What activities are they involved in? Which are the organisation's goals and projects?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2** Read the underlined parts in Danielle's presentation. Which opening/closing techniques does she use?

Your turn

An Award Ceremony

Imagine you are accepting the 'Best International Organisation of the Year' award on behalf of the World Wildlife Fund. Give an acceptance speech at the annual International Relief Awards ceremony.
(Student's Book, Module 5f, p. 78)

Organising ideas

- 3** a) Read the text about the World Wildlife Fund on p. 78 of your Student's Book and watch the  Module 5 – History of the World Wildlife Fund.

- b) Talk about the WWF: *What is its history? What activities is it involved in? Which are the organisation's goals and projects?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 4** a) Read the extracts (A-B) from the introductions of presentations and match them to the opening techniques (1-2).

- A** Picture this: a devastating oil spill has just hit the coast of Alaska. Many animal species, both land and sea, are at risk unless we do something to help. That's where we come in: we're the World Wildlife Fund, and our goal is to help save the planet.
- B** How far would you go to make the world a better place? Well, I've been a volunteer with the World Wildlife Fund for most of my adult life, and I believe it's a great way to help the environment and endangered animals.

- 1 addressing the audience 2 setting the scene

- b) Read the extracts (A-B) from the conclusions of presentations and match them to the closing techniques (1-2).

- A** What if the World Wildlife Fund didn't exist? Think about the animals that would now be extinct and the huge areas of Earth that would be polluted.
- B** Our organisation ensures that the wildlife and environment on Earth are protected for future generations. That's pretty important work, isn't it?

- 1 asking a 'what if' question 2 asking a rhetorical question

Finding Quotations

- 5** Find appropriate quotations to use at the introduction or conclusion of your presentation like the ones below.

In the words of the American professor David Orr, "When we heal the Earth, we heal ourselves."

Jane Goodall, the English conservationist, once said, "What you do makes a difference and you have to decide what kind of difference you want to make."

Finding visuals

- 6** Find appropriate visuals to use in your presentation.



Preparing & Presenting

- 7** Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Exs 4 & 5. You can use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Host: ... and here to receive this award for the WWF is ...

Greeting: Good evening.

Saying thank you for award: It is an honour to be here and to accept this award on behalf of the World Wildlife Fund. The WWF and I would like to thank the committee for selecting us to receive it in recognition of the work our organisation has done to help the planet.

Introducing the topic/Opening technique (asking a rhetorical question): It really is a beautiful planet, isn't it? And it's filled with amazing creatures. Sadly, some of these animals and birds are in danger. That's where the WWF comes in. We've been helping the situation for over half a century.

Main body

History: The ... is an organisation that works toward It was created in ... by ..., ... and Since its creation, it has become a charity not just for conserving ... but ... as well.

Activities: From raising ... and working with ... to actively participating in ..., our organisation has done a lot to work toward our goals.

Goals/Projects: The WWF's main goal is to protect One example is the first successful WWF campaign, Project ..., when we worked with ... to help save endangered The WWF also helps protect the environment in many ways. For instance, our ... Campaign has created ... in ..., ... and

Conclusion

Summarising points: To sum up, the World Wildlife Fund is an amazing charity that I'm very proud to be a part of.

Closing technique (stimulating emotions): I'm sure if the founders of the WWF could be here today, they would also be very proud to see how far their organisation has come.

Thanking people involved: And before I finish I want to take this moment to thank our volunteers; without you, we wouldn't be able to do what we do to make this world a better place!

Ending: Thank you all.

Model analysis

Creepy Crawlies

Imagine you are an entomologist at the Natural History Museum. Present information about the Japanese Giant Hornet to a group of students on a school trip to the museum.

- 1** a) Read Jason's presentation about the Japanese giant hornet. Can you identify the type of presentation?



Good afternoon everyone. My name is Jason Reed and I'm one of the entomologists here at the Natural History Museum. Look at this insect. I'm not surprised if any of you are feeling scared – this insect is called the Japanese giant hornet and it can be deadly.

The Japanese giant hornet can sting you using a big stinger at the end of its body which it sticks into your skin. It injects an acid that is incredibly painful and can even melt your skin. It can also release chemicals to attract other hornets to join in with the attack.

Fortunately, these hornets only usually attack when provoked or threatened. It is extremely unlikely that one will sting you without a reason.

If you are unlucky enough to be stung, you can expect the skin to feel very sore and become red. In some cases though, people experience an allergic reaction to the sting and if the reaction is severe it can be fatal.

The best advice I can give you to prevent an attack from a Japanese giant hornet is to stay away from them. If you happen to notice one nearby, stay very still, or move away from the area slowly and quietly. Loud noises and fast movements are likely to scare the insect, making it more likely to attack.

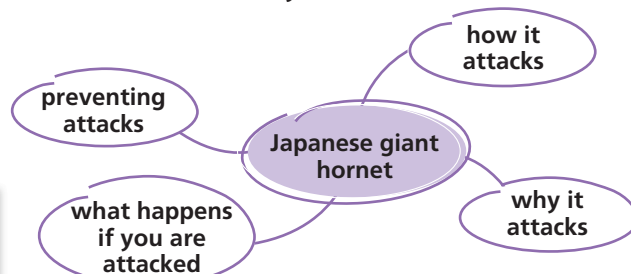
So, to sum up, remember that Japanese giant hornets can be deadly, but they only attack when they feel threatened. After all, these creatures are probably more scared of us than we are of them, aren't they?

Now, let's play a game. Listen to each statement. If it is true, stand up. If it is false, remain seated. A Japanese giant hornet can sting you. ... Yes, it's true! If you see one of them, you should run away quickly. ... That's right, it's false. It's better to move away slowly. Great work everyone!

Are there any questions for me about the Japanese giant hornet? ...

Thank you all for your attention. Let's move on and look at our next creepy crawly ... the mosquito.

- b) Talk about Japanese giant hornet: *How does it attack? Why does it attack? What happens if you are attacked? How can one prevent attacks?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



- 2** Read the underlined parts of Jason's presentation. Which opening/closing techniques does the speaker use?

- 3** a) Which technique does Jason use to get feedback from the audience?


- b) Can you suggest an alternative feedback technique?

Your turn

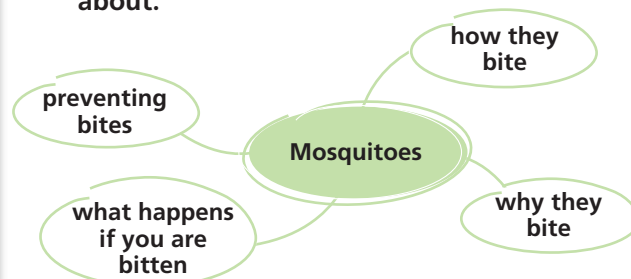
Creepy Crawlies

Imagine you are an entomologist at the Natural History Museum. Present information about mosquitoes to a group of students on a school trip to the museum. (Student's Book, Module 6, p. 98)

Organising ideas

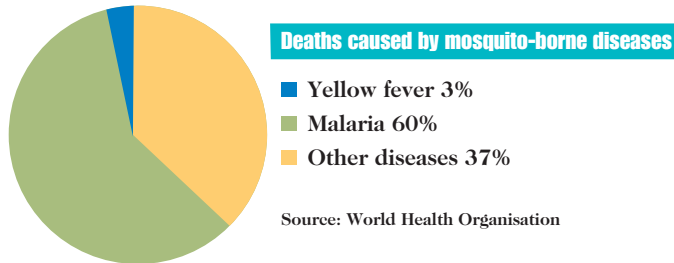
- 4** a) Read the text about mosquitoes on p. 98 of your Student's Book and watch the  Module 6 – Hope for Scaring Off Mosquitoes.

- b) Talk about mosquitoes: *How do they bite? Why do they bite? What happens if you are bitten? How can you prevent bites?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Tip!

You can use facts and figures to make your presentation more interesting. You can find information online from reliable sources and present these statistics in the form of a diagram.

**Opening/Closing techniques**

- 5** a) Read the extracts (A-C). Which are from the introductions of a presentation? Which is from the conclusion?

- A** It lives in countries where the climate is hot. It feeds on people's blood and leaves behind a red spot. What is it? ... That's right, a mosquito.
- B** I can remember last time I went on holiday. I got covered in bites until I went to the pharmacy and bought some mosquito repellent. I'm certainly glad we have a good way to prevent bites and keep ourselves safe!
- C** Every year people all over the world are bitten by mosquitoes. For many people, bites are just a nuisance but for others, a bite may prove to be fatal. Mosquitoes carry many diseases and malaria is the most widespread of these, accounting for about 60% of mosquito-related deaths every year.

- 1** narrating a personal story **3** using a riddle
- 2** making a statement

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

Finding visuals

- 6** Find appropriate visuals for your presentation.

**Preparing & Presenting**

- 7** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language**Introduction**

Greeting: Hello boys and girls.

Introducing yourself: My name is ... and I'm one of the entomologists at this museum.

Introducing the topic/Opening technique (setting the scene): Imagine this: you're on holiday in a hot country and you're having a great time, but one morning you wake up and notice you are covered in itchy red lumps. They are bites from one of the most deadly insects in the world – mosquitoes. I'm sure most of us have had them at some point.

Main body

How it bites: Mosquitoes bite us using a mouthpiece that looks like a They stick this ... into ... and use it to They can find us easily as they

Why it bites: But the mosquitoes aren't attacking us, they are just Only the ... bite us. They ... to help them

What happens if you are bitten: If you get bitten, you can expect However, some mosquitoes carry ... like ..., ... and The mosquito passes ... into our blood as it ... us and this can be fatal. Each year, ... from mosquito bites which is why If you look at this chart here, you can see that

Prevention of bites: It's difficult to prevent mosquito bites, but we can wear ... which works by ... and Scientists are always working on new and more effective ... to

Conclusion

Summarising points: To sum up, mosquitoes are very common insects, but their bites can be deadly.

Closing technique (statement): So, remember to put on mosquito repellent in order to stay safe and free of bites.

Getting Feedback (optional – polling question): Tell me, how many of you have been bitten by a mosquito before? ... Most of you, yes ... me too!

Inviting questions: Now, is there anything you'd like to ask me about mosquitoes? ...

Ending: Thank you all for listening.

Model analysis

Keep Calm and Carry On

Imagine you are a school counsellor. Give a presentation to students at a school assembly about dealing with the fear of public speaking.

- 1** a) Read Ms Johnson's presentation about public speaking. Can you identify the type of presentation?



Good afternoon students. My name is Ms Johnson and I'm the school counsellor. I remember the first time I had to give a presentation in class at school. I stood up at the front and my hands were shaking. I felt sweaty, my

mouth was dry and my heart was pounding in my chest. For many people, public speaking is a source of anxiety, but there are things we can do to help calm the nerves.

Firstly, it is vital to be prepared. If you spend time practising your presentation and make sure each section is timed correctly, you will be more confident and are sure to be a more successful public speaker.

Secondly, before you are due to speak, try to relax your body. Some light stretches can help you unwind. Or, you can even meditate for a few minutes to relax your mind and reduce your heart rate. This is certainly going to help keep you calm.

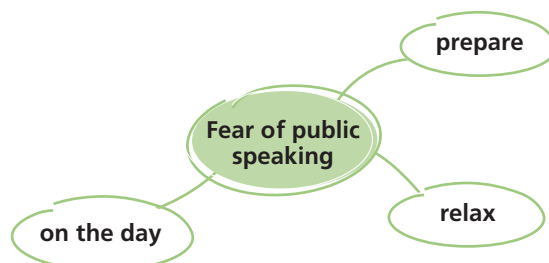
On the day of your presentation, avoid caffeinated drinks such as energy drinks or coffee. Instead, drink juices from citrus fruits like lemons or grapefruit. These will lower your blood sugar and help to reduce anxiety. In addition, arriving early will make sure you don't have any added nervousness about being late or not having enough time to prepare yourself. Finally, try talking to some members of the audience before your presentation. Getting to know a few faces can certainly relieve tension and help you feel more confident.

All in all, there are a lot of ways to help you stop being so afraid of giving presentations, but the most important thing is to be prepared and confident. After all, confidence gets the speaker's point across clearly. As public speaker Lilly Walters said, "The success of your presentation will be judged not by the knowledge you send but by what the listener receives."

Now, I want to hear from you. Can anyone tell me about their experience of public speaking? ... Do you think these tips would have been helpful to you? Why?

OK, before we finish, does anyone have a question for me? ... Thank you.

- b) Talk about the fear of public speaking: *How can you prepare? How can you relax? What can you do on the day of your presentation?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




- 2** Read the underlined parts of Ms Johnson's presentation. Which opening/closing techniques does she use?
- 3** Which technique does Ms Johnson use to get feedback from the audience?

Your turn

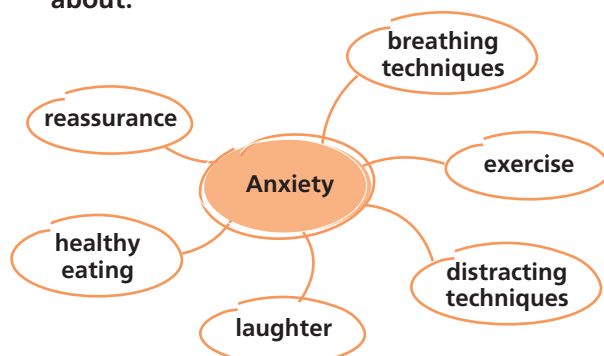
Keep Calm and Carry On

Imagine you are a school counsellor. Give a presentation to students at a school assembly about dealing with anxiety. (*Student's Book, Module 6 CLIL, p. CC6*)

Organising ideas

- 4** a) Read the text about Dealing With Anxiety on p. CC6 of your Student's Book and watch the  Module 6 – Dealing With Anxiety.

- b) Talk about anxiety: *Which techniques can you use to deal with it (breathing techniques, exercise, distracting techniques, laughter, healthy eating, reassurance)?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 5 a) Read the extracts (A-B) from the introductions of presentations and match them to the opening techniques (1-2).

- A Imagine your heart is pounding in your chest. You have a sudden feeling of fear and panic. You don't know where it came from, and it won't go away. It sounds terrible, doesn't it? Well, this is how people with anxiety often feel.
- B Many young people suffer from anxiety, whether it is about school work, exams or friends. Fortunately, there are ways to deal with this problem and help you feel much better.

1 making a statement

2 stimulating emotions and asking a rhetorical question

- b) Read the extracts (A-B) from the conclusions of presentations and match them to the closing techniques (1-2).

- A What if everyone with anxiety used these tips? I'm sure they would feel a lot better!
- B So remember this:
*If you feel anxiety, there are many things you can do.
 Just give life some variety; watch a film or two!
 Eat healthy food, breathe deep and laugh until you cry.
 Don't let the stress start to creep in and always, always try!*

1 asking a 'what if' question

2 using a rhyme

Getting feedback

- 6 a) Read the extract. How does the speaker get feedback from the audience?

How many of you think these tips are helpful? ...

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7 Find appropriate visuals for your presentation.



Preparing & Presenting

- 8 Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: *Good morning.*

Introducing yourself: *I'm .../My name's ... and I'm ...*

Introducing the topic/Opening technique (setting the scene): *Picture this: a university student wakes up in the morning, but instead of going to her lecture, she stays in bed. She feels frightened, nervous and unable to get up. She is suffering from anxiety. This is common among young people, but there are things you can do to help you relieve anxiety.*

Main body

Breathing techniques: *One great way to help with anxiety is to use breathing techniques. This will help you ...*

Exercise: *Another useful tip is to exercise. If you can motivate yourself to ..., it will And the harder you ..., the ... you will*

Distracting techniques: *Distracting techniques also help; you can watch ... or hang out with ... to stop yourself from*

Laughter: *Laughter is also one of the best distractions because it not only ... , but also*

Healthy eating: *If you want to keep anxiety away, try eating healthy foods instead of ..., like*

Reassurance: *Finally, reassurance is the most important part of working through anxiety as it helps you ... as you ... and find*

Conclusion

Summarising points: *Overall, anxiety can be extremely difficult to handle, but if you follow these tips you will find yourself back on track to happiness in no time at all.*

Closing technique (asking a rhetorical question): *After all, who doesn't want to have less anxiety in their life?*

Getting Feedback (optional – focus groups): *OK, please get into groups of 3 and talk about ways to help with anxiety. Which techniques do you think help the most and why? I'm looking forward to hearing your thoughts. ...*

Inviting questions: *Now, do you want to ask me any questions?*

Ending: *Thank you very much.*

Model analysis

Healthy Eating

Imagine you are a nutritionist. Present the Eatwell Plate to people attending a cookery class.

- 1** a) Read Janice's presentation about The Eatwell Plate. Can you identify the purpose of the presentation?

Good afternoon everyone. I'm Janice Ross, a nutritionist with the Cooking for Life School. How many of you here have heard about the Eatwell Plate? ... A small minority of you! Well, over the next two weeks the Eatwell Plate will be your principal guide to preparing your dishes here.

As you can see in this photo, the Eatwell Plate, designed by the Food Standards Agency in the UK, illustrates the different types of food and quantities we need to eat in order to have a healthy and balanced diet.

Starchy foods like bread, rice, potatoes and pasta are one of the biggest food groups on this plate and should make up approximately one third of the food we consume. It's advisable that we eat one starchy food with each main meal, especially wholegrain varieties. The other big food group is fruits and vegetables, accounting for one third of our diet as well. We should aim to have five portions everyday. The remaining one third of our food consumption should be split between dairy, protein and fat. We should have a small amount of dairy products like milk and cheese and protein such as meat, fish, beans and eggs each day. Foods and drinks which contain fat and sugar like cakes and fizzy drinks, should be consumed in limited quantities.

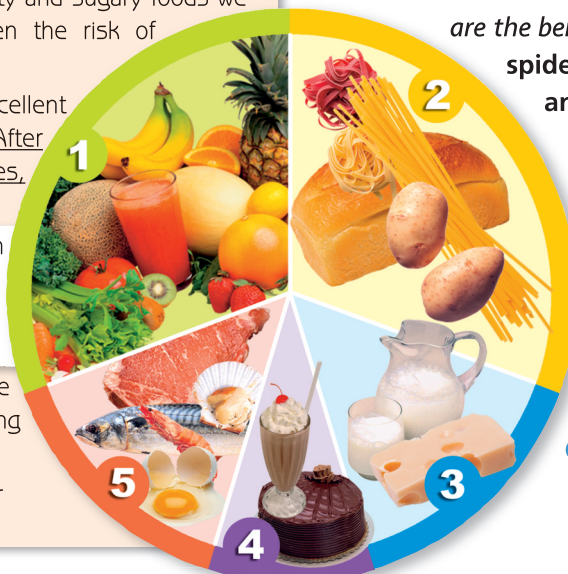
A lot of emphasis has been placed on the Eatwell Plate because of the numerous health benefits it provides. To start with, eating wholegrain starchy foods provides us with more energy over a longer period of time. Fruits and vegetables supply our bodies with essential nutrients and dairy products help to keep our bones strong. As for protein, it plays an important role in the growth and repair of our body tissue. By reducing fatty and sugary foods we also avoid weight gain and lessen the risk of developing illnesses like diabetes.

All in all, the Eatwell Plate is an excellent guide to a balanced way of eating. After all, we all want to live healthier lives, don't we?

Now, I'd like to hear your opinion about the Eatwell Plate. Do you think it's an easy eating plan to follow? ... Why?...

Do you have any questions for me about the health benefits of following this diet? ...

Thanks for your time and enjoy your cookery classes.



- b) Talk about the Eatwell Plate: *What is it? What types of foods does it include and how much of each type should you eat? What are the benefits?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



- 2** Read the underlined parts in Janice's presentation. Which opening/closing techniques does she use?

- 3** a) Which technique does Janice use to get feedback from the audience?

- b) Can you suggest an alternative feedback technique?

Your turn

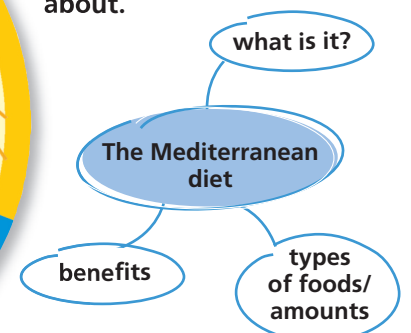
Healthy Eating

Imagine you are a nutritionist. Present the Mediterranean diet to people attending a cookery class. (Student's Book, Module 7b, p. 104)

Organising ideas

- 4** a) Look at the diagram 'Mediterranean Diet' on p. 104 of your Student's Book and watch the Module 7 - The Mediterranean Diet and Eatwell Plate.

- b) Talk about the Mediterranean diet: *What is it? What types of foods does it include and how much of each type should you eat? What are the benefits?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 5** a) Read the extracts (A-C). Which is from the introduction of a presentation? Which are from the conclusions?

- A** Growing up in an Italian family, I followed the Mediterranean diet. I remember the fresh fruits and vegetables with fish and olive oil. Of course I wanted to eat other tempting, less healthy foods, but my family always told me that I was lucky to be eating such a variety of rich ingredients. Well, I can say now without a doubt that I'm a healthier person for eating this way. During this cookery course, I'll teach you many Mediterranean dishes based on this diet.
- B** Just imagine how great you'll feel, knowing how to prepare delicious foods from a traditional and popular way of eating. You, your family and friends will also reap the rewards and feel better for it!
- C** What if you could improve your way of life following the Mediterranean Diet? What if you could live longer? ... Why not try it?

1 asking a 'what if' question & addressing the audience

2 narrating a personal story 3 stimulating emotions

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

Finding Quotations

- 6** You can use appropriate quotations in the introduction or conclusion of your presentation, like the ones below.

In the words of writer Jim Rohn, "Take care of your body. It's the only place you have to live".

As actor Robert Urich said, "A healthy outside starts from the inside".

Finding visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

- 8** Follow the plan. Use the completed spidergram from Ex. 4b 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 feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: Good morning./ Hello everyone!

Introducing yourself: I'm ... /My name is ... and I'm a nutritionist with ...

Introducing the topic/Opening technique (making a statement): During the cookery classes you'll learn about some amazing dishes from the Mediterranean diet that are not only delicious but healthy too. Let's start!

Main body

What is it: For those of you who are not familiar with the Mediterranean diet it incorporates the traditional ...

Types of food/amounts: This diet is heavily based on some key ingredients which include ..., ..., ..., ... and These should be consumed on a daily basis. Then ... it's advisable to consume ..., ..., ... and ... on a weekly basis. Red meat consumption should be ...

Benefits: In my line of work, people always ask me about why the Mediterranean diet is special. In other words: 'what's in it for me?' Well, there are numerous benefits. For one, it is associated with ... and People are also known to have a ..., ... and A study in 2013 found that people on the Mediterranean diet had a Isn't that an amazing statistic?

Conclusion

Summarising points: To sum up, the Mediterranean diet, with its proven benefits, can lead to a healthier lifestyle.

Closing technique (using a quotation & addressing the audience): As the poet Marcus Valerius Martialis once said, "Life is not merely being alive, but being well. So what have you got to lose?"

Getting feedback (optional – polling questions): Now, how many of you want to try this way of eating?... Great, lots of you do. How many of you agree the benefits are amazing? ... Everyone! I agree too!

Inviting questions: Are there any questions for me about following the Mediterranean diet? ...

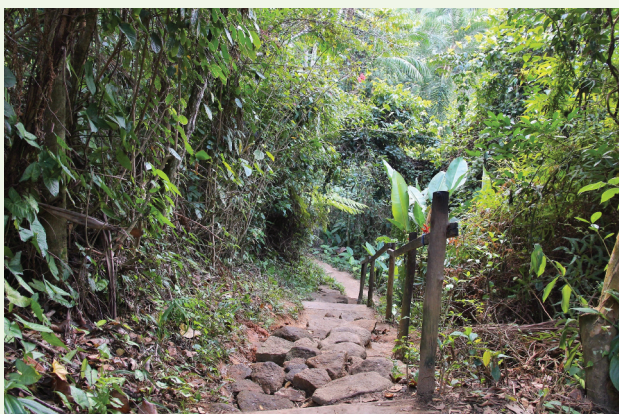
Ending: Thanks for your attention and have fun cooking.

Model analysis

A Helping Hand

Imagine you are a member of an environmental organisation. Give a presentation on a TV news programme encouraging people to go on an ecotourism holiday through your organisation.

- 1** a) Read Felicia's presentation about ecotourism. Can you identify the type of presentation?



Hi everyone! I'm Felicia Day and I'm a representative of Natural Habitat Adventures. Do you want to travel to beautiful destinations while making the world a better place? Well, becoming an ecotourist is the perfect way to do it!

Ecotourism is a way of travelling to different destinations and promoting environmental conservation. There are plenty of ways you can get involved in caring for our planet.

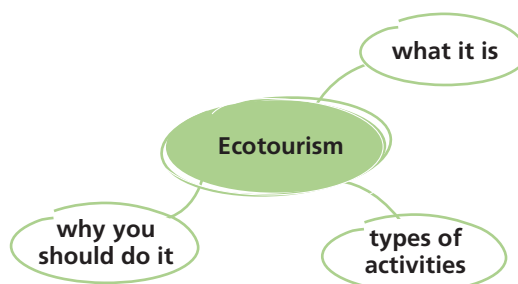
As an ecotourist, you can participate in one of hundreds of different projects we are running across the world: from planting trees in the rainforest, to working with endangered species in the world's oceans and coral reefs. It's a unique chance to learn about the natural characteristics of a place while volunteering to help the environment and the locals.

Why volunteer? Well, not only do you get the opportunity to see some beautiful, natural and often remote destinations around the world, but you also give something back to planet Earth. You're likely to learn a lot of new things about the environment, as well as the animals and plants we share it with. You'll meet some like-minded people who are passionate about protecting the world we live in and make some lasting memories, too.

In other words, booking a trip as an ecotourist with Natural Habitat Adventures allows you the opportunity to explore, relax and help save the world. Whether it's a trip to an exotic island or a conservation park, get ready for an adventure that will change the way you see the world forever.

You can check out our website at www.nathab.com for more information. Thank you.

- b) Talk about ecotourism: *What is it? What types of activities does it involve? Why should you do it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



- 2** Read the underlined parts in Felicia's presentation. Which opening/closing techniques does she use?


Your turn

A Helping Hand

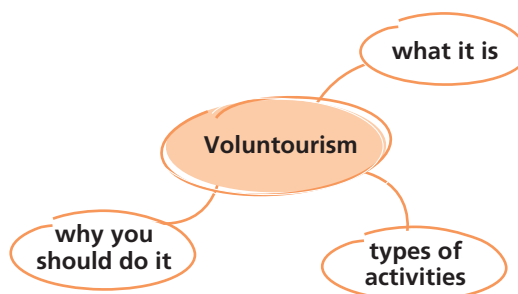
Imagine you are a member of a volunteer tourism organisation. Give a presentation on a TV news programme encouraging people to go on a voluntourism holiday through your organisation.

(Student's Book, Module 8 Language Focus, p. 130)

Organising ideas

- 3** a) Read the text about voluntourism on p. 130 of your Student's Book. Then, watch the  **Module 8 – Voluntourism: What you need to know.**

- b) Talk about voluntourism: *What is it? What types of activities does it involve? Why should you do it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

- 4** a) Read the extracts (A-D). Which are from the introductions of presentations? Which are from the conclusions?

- A** Look at these pictures. They were taken by people who enriched their lives by trying out a different type of travel – ‘voluntourism’. You can take photos like this too by getting involved in one of our projects.
- B** In the end, you might not be sure who has gained more through the experience – those you have helped, or yourself!
- C** What if everyone helped change the world by going on a voluntourism holiday? I think that together we would be able to solve global problems and make our world a better place.
- D** This is Anna. Last summer she went to Ghana in Africa as a voluntourist. She spent time exploring and relaxing, but she also made a difference to a local community. Anna worked with children in a special school and says that for her, it was a life-changing experience she will never forget. But what exactly is voluntourism?

- | | |
|-------------------------------|---------------------|
| 1 asking a ‘what if’ question | 3 using visuals |
| 2 stimulating emotions | 4 narrating a story |

- b) Match the extracts (A-D) to the opening/closing techniques (1-4).

Finding Quotations

- 5** Find appropriate quotations to use in the introduction or the conclusion of your presentation, like the ones below.

“You must be the change you wish to see in the world”, are famous words by Mahatma Gandhi and he’s right! This is why you have to take action now if you want the world to become a better place.

Margaret Mead, the American scientist, once said, “Never doubt that a small group of thoughtful, committed people can change the world: indeed, it’s the only thing that ever has.” You can be one of those thoughtful, committed people by becoming a voluntourist today!

Finding visuals

- 6** Find appropriate visuals to use in your presentation.

**Preparing & Presenting**

- 7** Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Exs 4 & 5. You can use visuals to make your presentation more interesting.

Plan & Useful Language**Introduction**

Greeting: *Good evening.*

Introducing yourself: *I’m ... and I represent the ... organisation.*

Introducing the topic/Opening technique (stimulating emotions): *All over the world there are people in need of help. People who struggle to do the things we take for granted each day. People without access to clean water or whose homes have been devastated by natural disasters. You can help these people by becoming a voluntourist. What exactly does that mean though?*

Main body

What is it: *Well, voluntourism is ... where people are able to ..., but at the same time As a voluntourist you will ... in both physical and financial ways*

Types of activities: *There are plenty of different projects on offer, from ... to You will be able to work alongside ... and make a real difference to their lives. But if this isn’t for you, there are even projects in ... where you can help ... and ... by This type of project gives you the opportunity to stay ... and even sample*

Why you should do it: *Voluntourism is becoming more and more popular. It’s a great idea because You can Another great thing about voluntourism is that we can put together a ... just for you so that you can*

Conclusion

Summarising points: *Overall, voluntourism really is a rewarding experience where you can travel, meet new people and give something back to society.*

Closing technique (asking a rhetorical question): *So what are you waiting for? Book a trip you’ll never forget, today!*

Ending: *If you want to find out more information or check out the range of projects we offer, visit our website at www.helpinghandstours.com. Thank you.*

Model analysis

Geology Rocks!

Imagine you are narrating a television documentary. Present information about the Giant's Causeway to the viewers.

- 1** a) Read Aedan's presentation about the Giant's Causeway. Can you identify the type of presentation?

Hello and welcome. I'm Aedan Monahan and you're watching Exploring Great Britain. There is an old Irish legend about a giant, Finn MacCool, who built a causeway from his home in Ireland all the way to Scotland. His enemy, another giant, Benandonner, destroyed the causeway. All that remained was a small part, less than one square kilometre on the coast of Ireland. Well, that's where we are today; at the Giant's Causeway in County Antrim, Ireland.

Of course, it wasn't really built by a giant, but formed 60 million years ago when Ireland was still volcanic. Magma was forced up from beneath the surface of the Earth through gaps in the chalk rock. It cooled to form an igneous rock called basalt.

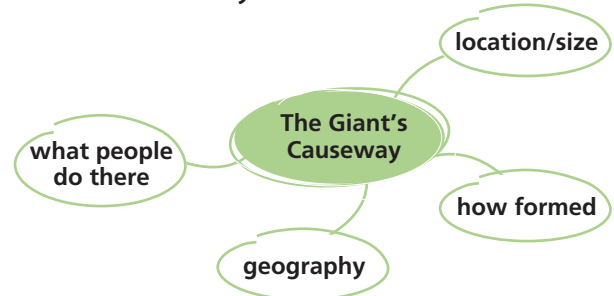
The magma cooled so quickly that it formed columns. Most of these have got six sides, but some have seven or eight. There are 40,000 columns in total and the tallest is 12 metres high! Many of the formations have got names, such as the Shepherd's Steps, Chimney Stacks and Giant's Boots.

The Giant's Causeway became one of Ireland's major tourist destinations in the nineteenth century and it continues to be popular with visitors today. It is also a great place to spot sea birds, like cormorants, and it is home to several rare plant species.

With its beautiful scenery and abundant wildlife, it's easy to see why so many people visit the Giant's Causeway every year. For geologists like me, the Giant's Causeway is a fascinating place; it's probably the best example of a basalt column formation anywhere in the world.

Join me after the break, when I'll be visiting stunning Dartmoor.

- b) Talk about the Giant's Causeway: *Where is it? How big is it? How was it formed? What is the geography of the place? What do people do there?* Then, copy the spidergram into your notebook and complete it with the information you discussed.




- 2** Read the underlined parts in Aedan's presentation. Which opening/closing techniques does he use?

Your turn

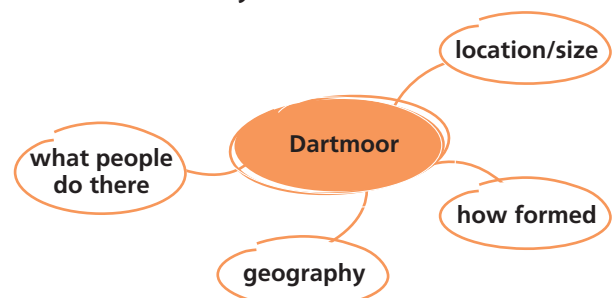
Geology Rocks!

Imagine you are narrating a television documentary. Present information about Dartmoor to the viewers.
(Student's Book, Module 8 CLIL, p. CC8)

Organising ideas

- 3** a) Read the text about Dartmoor on p. CC8 of your Student's Book and watch the  **CLIL 8 – Dartmoor.**

- b) Talk about the Dartmoor: *Where is it? How big is it? How was it formed? What is the geography of the place? What do people do there?* Then, copy the spidergram into your notebook and complete it with the information you discussed.



Opening/Closing techniques

- 4** a) Read the extracts (A-B) from the introductions of presentations. Match them to the opening techniques (1-2).

A Today I'm here in Dartmoor. The artist Alan Lee once said that this moor "contains such a rich variety of landscape, as many boulders, foaming rivers and twisted trees as my heart could desire." It certainly is a beautiful and inspiring place, and on today's show I'll be exploring just how this incredible landscape was created.

B This is Dartmoor, a stunning wilderness in the British Isles, and the inspiration behind many stories, paintings and poems. After all, who could fail to be inspired by such a place or wonder how this amazing landscape was formed? Join me as I explore the history and geology of one of Britain's wildest places.

- 1 asking rhetorical questions 2 using a quotation

- b) Read the extracts (A-B) from the conclusions of presentations. Match them to the closing techniques (1-2).

A Standing here in one of the wildest places in the British Isles, you really get a sense of the beauty and power of Mother Nature, a force that pre-dates human history and may continue long after we're gone.

B In fact, it was walking on this very moor and wondering how these impressive tors were formed that first inspired me to study geology.

- 1 narrating a personal story 2 stimulating emotions

Finding visuals

- 5** Find appropriate visuals for your presentation.



Preparing & Presenting

- 6** Follow the plan. Use the completed spidergram from Ex. 3b 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 use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting/Introducing yourself: Hello and welcome. I'm ... and you're watching 'The Geology of Britain.'

Introducing the topic/Opening technique (addressing the audience): Have you read Sir Arthur Conan Doyle's mystery 'The Hound of the Baskervilles' or J.K. Rowling's Harry Potter books? Perhaps you've seen Steven Spielberg's 2011 film 'War Horse'? If you have, you'll recognise where I am today: Dartmoor, an inspiring place with tall outcrops of rock and dangerous peat bogs. On today's show we'll be looking at just how this wild and mysterious landscape was formed.

Main body

Location/Size: Dartmoor is in This impressive moor is located in It is ... and includes Its size is ..., ... square kilometres of which is

How formed: The granite on Dartmoor is This granite is It was formed ... years ago when Around .. million years ago

Geography: Dartmoor is an area There are There are also These are formed because ... which means

Use: The land on Dartmoor is only used for The soil on Dartmoor is ... and so Copper and tin In the past, The main industry today is These days,

Conclusion

Summarising points: From the molten magma boiling under the Earth millions of years ago to the rugged granite tors we see today, Dartmoor's geological history has certainly been a long and dramatic one.

Closing technique (asking a rhetorical question): It's not hard to see why this little corner of Britain attracts so many artists, writers and tourists, not to mention geologists like me, is it?

Ending: Now it's time for a break, but join us again in a few minutes when we'll be exploring Bodmin Moor in Cornwall.

Ceremonial speeches are designed 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 presentation, 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.

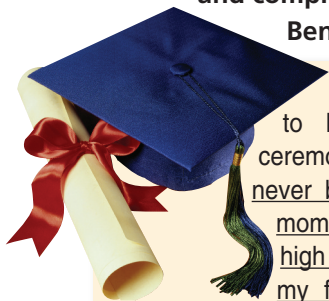
Model analysis

A Graduation Speech

Imagine your class is graduating today. Give a speech to your fellow students, their parents and the teachers.

1 a) Read Benjamin's graduation speech.

b) Copy the spidergram into your notebook and complete it with information from Benjamin's speech.



Hello everyone. I'd like to welcome you to Roseford High School's graduation ceremony. My name is Benjamin Jones. I've never been prouder than I am at this very moment. Being here today to graduate from high school really is amazing and watching my friends graduate makes the moment even more special.

Looking back now, it seems like just yesterday we all started here as a group of frightened 11-year-olds. I remember how quiet I was back then and how nervous I felt about making friends and doing well in my lessons. I'm not nervous anymore, and the friends I've made here are ones I will keep my whole life.

Things have certainly changed, and I've got my friends and all of the teachers to thank for that. Especially Mr Earlsden, my Maths teacher. I used to struggle in Maths, but, Mr Earlsden was always patient and helpful. He took the time to explain the problems to me again and again until I finally understood. In fact, he made Maths so simple and easy to understand for me that it became my favourite subject. I think he's the reason I want to study Accounting at university. I hope one day to be successful enough to open my own business.

This isn't just the start of a new chapter for me, it is the start of something new for each one of us. I think we are all capable of success by being hardworking and determined. After all, without hard work and determination we wouldn't have got this far, would we?

Now, I want to congratulate all of us on our achievements so far and the ones we will make in the future. Thank you.



2 Read the underlined parts in Benjamin's speech. Which opening/closing techniques does he use?

Your turn

3 a) Talk about your graduation day: *Which early memories from school have you got? Who's the person who's influenced you and how? What are your future plans?*

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

Plan & Useful Language

Introduction

Greeting: *Good morning peers, teachers and parents. I'd like to welcome you to ...*

Introducing yourself: *I'm ... /My name is ...*

Introducing the topic/Opening technique (addressing the audience): *What do you want to do with your life? Do you want to travel the world, have a successful career, or start your own business? Well, now is a good time to start thinking about the future. Today marks the end of our school days and the beginning of something much bigger. But, I don't want us to forget about the journey we have been on while at this school.*

Main Body

Early memories from school: *A lot has changed for me since I started here at ... I remember ... /I used to ... /There was a time when But, now ... /However, today ...*

Person who's influenced you: *Thanks to ..., I ...! /Without ... I couldn't have He/She showed/taught me is a real inspiration and I can't thank him/her enough.*

Future plans: *In the future, ... /One day I hope to I believe ... /I want to ... /My main goal/aim/target is to ...*

Conclusion

Closing technique (using a quotation): *In the words of Walt Disney, "If you can dream it, you can do it." So, go out there and live your dreams, whatever they might be.*

Congratulations: *Congratulations to all of you! This is just the beginning and I'm sure you are all excited as I am to see what comes next.*

Ending: *Thank you.*

Model analysis

A Wedding Speech

Imagine your sister is getting married. Give a speech at the wedding to congratulate the bride and groom.

- 1 a) Read Martin's wedding speech.
- b) Copy the spidergram into your notebook and complete it with information from Martin's speech.



Good afternoon everyone. For those of you who don't know me, I'm Martin, the brother of the beautiful bride. I'd like to start by thanking you all for coming here today to celebrate with me and my family the marriage of my sister, Sarah, to her husband, Glenn.

It really is a special day, isn't it? It's the day when they make a promise to share their lives with one another.

Sarah has been dreaming of the perfect wedding day ever since we were kids. Today, she finally walked down the aisle and can start a new chapter in her life. I couldn't be happier for her.

Glenn certainly is a lucky man to be marrying my sister. But honestly, she's lucky to have him by her side, too. Glenn is a wonderful man. He's honest and smart, and over the past few years, I've got to know him well. In fact, well enough to say that Glenn is not just my brother-in-law, but he's also my friend. I'm certainly happy to welcome him into our family.

I look forward to many wonderful things in the future for Glenn and Sarah and wish them a lifetime of happiness together. But, whatever the next step is for them on their journey, we as family will always be nearby to offer our support.

I think that they're a perfect couple and when I see how happy they make one another, I know that this is a marriage built to last. The author, S.J.D. Peterson wrote: "Marriage is not about finding a person you can live with, it's about finding the person you can't live without." And when I look at these two, I see that this is exactly what they've found in each other.

So can I ask you all to raise a glass to Glenn and my beautiful sister, Sarah.

Thank you all.

- 2 Read the underlined parts in Martin's speech. Which opening/closing techniques does he use?

Your turn

- 3 a) Talk about your sister: *What is she like? What is the groom like? What do you wish for the future?*

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

Plan & Useful Language

Introduction

Greeting: *Good afternoon ladies and gentlemen.*

Introducing yourself: *I'm ..., the ... of the bride.*

Thank guests for coming: *I would like to thank you all for being here today to celebrate the marriage of ... and ...*

Introducing the topic/Opening technique (setting the scene): *Imagine walking down a long road. The road has twists and turns and ups and downs, but no matter how bumpy it becomes, it's important that you walk it with someone special. This is what marriage is like, according to my parents.*

Main Body

About sister (the bride): *They also said it feels like just yesterday, ... and I were kids. I must admit the years have flown by, and in what seems like no time at all, here I am, giving a speech at her wedding. I'm proud to be watching ... make a huge commitment to spend her life with ..., and I couldn't be more pleased/happy/delighted for the both of them.*

About the groom: *Now, ... is I know that ... will stand by ..., no matter what. From the beginning ... has demonstrated that It's for this reason that I already consider ... to be part of our family.*

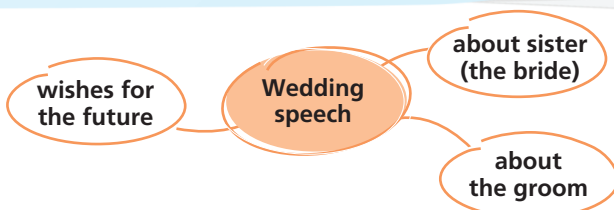
Wishes for the future: *Today just marks the beginning of ... and ...'s journey together and I wish them all the luck/happiness/joy in the world.*

Conclusion

Summarising points: *Now that they've tied the knot, they will always have each other to depend on.*

Closing technique (making a statement): *I certainly can't imagine a more perfect couple.*

Ending: *So, with that in mind, I'd like you all to join me in raising a glass to ... and Congratulations to you both. Thank you all for sharing this very special day with us.*



Model analysis

A Birthday Speech

Imagine a member of your family is celebrating their birthday. Give a birthday speech to your family member and the guests at the party.

- 1 a) Read Simon's speech to his great-grandmother.
- b) Copy the spidergram into your notebook and complete it with information from Simon's speech.

Good evening, everyone. I'm Simon. Thank you all for being here today with our family to celebrate, the 100th birthday of my great-grandmother, Martha.

Here you are smiling now, no different than before.
You haven't seemed to age a day, since you were 64.
All of us have gathered here, and I'm sure we can agree,
That even after 100 years, you're as happy as can be.

Great-grandma, over the years, so many of us have asked you 'How do you do it?' or 'What is your secret?'. But you say there's no secret, it's just about staying young on the inside. You often say that you don't feel 100 years old – in fact this morning you told me you don't feel a day over 99!

I remember, when I was a kid, you were playing hide-and-seek with me and my cousins and you were chasing us around the park. You must have been in your eighties, but you still managed to catch us every time! I can still hardly believe you're 100 today, and I certainly look forward to celebrating many more birthdays with you in the future, Great-grandma.

I admire the way you live your life because it definitely keeps you young at heart. I guess that's why the American comedienne, Lucille Ball once said, "The secret of staying young is to live honestly, eat slowly and lie about your age!" Well, Great-grandma, I think you must be doing something right!

So everyone, if we can all please stand and raise our glasses to my wonderful great-grandmother, Martha. Happy birthday!



- 2 Read the underlined parts in Simon's speech. Which opening/closing techniques does he use?

Your turn

- 3 a) Think about the birthday person: *What is he/she like? Can you think of an anecdote from his/her past? What is your wish for his/her future?*

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

Plan & Useful Language

Introduction

Greeting: *Good afternoon all.*

Introducing yourself: *I'm ...*

Thanking people for coming: *I'd like to thank everyone for coming to celebrate ...'s ... birthday.*

Introducing the topic/Opening technique (narrating a personal story): *He/She's an incredible man/woman/person. Just the other day when I asked him/her what gift he/she'd like for his/her birthday, he/she told me that just being able to celebrate this special day with all of us was the best gift he/she could imagine.*

Main body

About the person: *You really are an amazing/fantastic/wonderful man/woman/person. I've known you for ... and we've certainly had some fun/exciting/interesting times together.*

An anecdote: *I remember the time when ... /It wasn't long ago that ... /It was so funny/incredible/strange that ...*

Future wish: *I'm so glad that we have these memories of times we've spent together. I'd like to take this opportunity to wish you health and happiness for many years to come./I look forward to celebrating many more ...*

Conclusion

Summarising points: *I guess what I want to say is that you are the best ... I could wish for.*

Closing technique (stimulating emotions): *You're very special to me and I'm really lucky to have a sister/brother/cousin etc like you.*

Ending: *Can I ask everyone to raise their glasses to my wonderful ... ? To ... ! Happy birthday! Now, let's get ready to sing 'Happy Birthday'.*

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 a 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. To finish a toast, you can say something like, *"Please join me in congratulating ... for ..."* and raise your glass.

1 Study the toasts (1-8) below and match them to the occasions (A-H).

1 Tom and Millie, it's wonderful to share this joyous event with you both. As you embark upon a new journey from being a couple to becoming parents, there are so many exciting times ahead of you. I know that both of you will treasure each moment as your little bundle of joy grows all too quickly. Now, can everyone join me in wishing good luck, health and happiness to Tom, Millie and their new addition. Congratulations!

2 James and Alice, it is wonderful to be here in your new home. This is not just a place to lay your head and keep your things; it is the place where you will live your life and where some of your happiest memories will take place. After all, they say "home is where the heart is" and what a lovely place this is to call home. Here's wishing you all the best in your new house. Join me in raising a glass to James and Alice.

3 Rita, for so many years you've worked hard to take care of everyone else. You've given so much time and patience to others at work and at home. But now, it's finally time to relax and take care of yourself and do more of the things that you enjoy. You deserve it! Raise your glass as we wish Rita a long, happy and relaxing retirement. To Rita.

4 My grandparents, Eric and Sylvia, are the best grandparents a boy can hope for. They are warm, gentle and kind and always set a good example. But I don't think they realise exactly how much of an impact they've had on me. I look at them and see how happy they are. Even after all these years, they still look at one another and smile and if I can live my life even half as well as these two do together, then I'll be happy. Now, let's all wish them many more years of happiness together. To my wonderful grandparents, Eric and Sylvia.

5 Charlie, you've always been ambitious. Even as a young boy, you wanted to be the best at everything you put your hand to. Now, in your career, you are no different. However, the hard work and your motivation have really paid off and now it's time for you to go from being an employee to opening your own business. Congratulations on your new business venture. If everyone would like to join me in a toast to Charlie. Here's wishing you every success in your new business. To Charlie.

6 So here we all are again! It seems like yesterday that we were here celebrating the end of last year. In such a short time, so much has happened, both good and bad, and I'm sure we have plenty of fond memories to take from it. But now, we say farewell to this year and we welcome in the next, with high hopes and expectations for better things to come. Here's wishing all of us health, happiness and success in the coming year. Happy New Year, everyone!

7 Jessica, it really is wonderful to be celebrating here with you today as you reach this important milestone. Now an adult, you've got so many exciting times ahead of you. You've really grown up to be a wonderful lady and I am so proud of you. Here's wishing you many happy returns of the day and good luck in the years to follow. Let's raise our glasses to Jessica. Happy birthday!

8 Nick, as sad as I am to see you leave, I'm excited for what is to come! Moving abroad is a big step and everything will be new for you. A new job, new home, new lifestyle and all in a new country. You certainly will be missed, but I couldn't be happier for you and I wish you all the best of luck. Now, let's all raise our glasses to Nick as he moves on and takes the next step! Good luck!

A a birthday

C retirement

E anniversary

G birth of a child

B a new step in life

D New Year

F business success

H a new house

Introduction

During a presentation it is possible to include a question-and-answer session (Q&A). This can take place either towards the end of or during the presentation. However, it is preferable to avoid answering questions during your presentation so as not to disrupt the flow. Questions are usually only asked during a presentation in specific situations e.g. job interviews and TV talk shows. Sometimes speakers choose to inform their audience of when and how the Q&A session will take place, although this is not necessary.

As in every part of the preparation process, speakers need to prepare beforehand for a Q&A session. There are three steps to follow during this stage of the preparation:

- 1 **Brainstorm** for questions that your audience might ask. Think about the information you have included in your presentation and identify areas you have not covered and that might interest your audience.
- 2 **Write down** possible audience questions and **prepare** the answers in advance.
- 3 **Research** around the topic if necessary, in case you are asked questions about information not included in the presentation.

1 a) Read the model presentation about space survival stories p.10. Look at the possible questions Adam thought of while preparing for his presentation.

- A When exactly did these events take place?
- B Was it Anatoly Solovyev's first spacewalk, too?
- C Were Dave and Anatoly the first astronauts to encounter this problem?

b) Now look at the model presentation about Saturn on p. 12. Imagine you are Caitlin. Brainstorm for one or two possible questions your audience might ask.

c) Look at the model presentation about the fear of public speaking on p. 24. Imagine you are Ms Johnson. Brainstorm for one or two possible questions your audience might ask.

Tip!

To prepare your answers, you can use the Internet to find information by entering key words into a search engine.



Introducing the Q&A Session

At the beginning of your presentation, you can inform your audience about **when** you will answer their questions.

e.g. Choosing the right university or college to attend can be a daunting task. Perhaps some of you here today feel a little lost about where to start. To put your minds at ease, I've put together some helpful information to guide you through this process. Let me explain, and then you will have the opportunity to ask any questions you have during the question and answer session afterwards. / If you have a question at any point during the presentation, make a note of it and you can ask me at the end.

2 Read the model presentation about waste on p. 18. Introduce the Q&A session in the two different ways suggested above.

Inviting Questions

When you invite questions from your audience, you can

- **use a general question**
e.g. Do you have any questions?
- **ask the audience if they have questions on a specific aspect or part of your presentation.** (to limit the range of questions you may be asked.)
e.g. Are there any questions about the problems created by light pollution?

3 Look at the presentation about the Japanese giant hornet on p. 22. Invite general questions from the audience. Then invite questions on specific aspects of the presentation.

Responding to Questions

When it is time to respond to a question, make sure your answer is **short, simple** and **concise**.

*e.g. **Question 1:** How often should we eat foods which contain fat and sugar?*

***Answer:** Well, as they are the smallest group on the Eatwell Plate, only a few times a week.*

***Question 2:** Did the astronaut Dave Wolf ever go into space again after the incident on the Mir Space Station?*

***Answer:** Yes, Dave Wolf participated in two more space flights after he returned from Mir.*

4 Imagine that members of the audience ask the questions in Exs 1b & 1c. Prepare short, simple and concise answers.

Tip!

Always **repeat** the question. This way, you gain time to think, you make sure that you have understood the question and that the audience has heard it too.

e.g. **Question 1:** *What do Japanese giant hornets eat?*

Answer: *OK, the lady at the back is asking what Japanese giant hornets eat. Well, they eat different kinds of insects including wasps and bees.*

Question 2: *Does Saturn have seasons like Earth?*

Answer: *This gentleman over here wants to know if Saturn has seasons like Earth. The answer is yes, it does, but each one lasts for seven years!*

Question 3: *Can you give more examples of foods that contain protein?*

Answer: *So you want me to give you some more examples of foods that contain protein. Apart from the ones I mentioned in my presentation, lentils, peanut butter and tofu are also good sources of protein.*

5 Read the tip above. Imagine someone has asked the following questions after the presentation about choosing the right university/college on p. 14. Repeat them for the rest of the audience to hear.

- A Is there any funding to help with fees?
- B Which employment sites do you recommend?

Tip!

You should **avoid** answering questions that are **off topic** or **irrelevant**. Instead talk about the person's question later or refer them to an alternative source of information.

e.g. **Question:** *What are the similarities and differences between the giant hornet and wasps?*

Answer:

- *That's an interesting question, but I'm afraid that falls outside of the topic of my presentation. Perhaps we can discuss it later.*
- *That doesn't relate directly to today's topic, but if you leave me your email address after the presentation, I'll send you some useful links.*
- *That question is a little off the topic of today's presentation, but if you're interested I'm happy to talk about it afterwards.*

6 a) Imagine you have just finished the presentation about the fear of public speaking on p. 24 and a member of the audience asks: *How can I prepare for an oral language exam?* How would you avoid answering this question?

b) Imagine you have just finished presenting the Eatwell Plate on p. 26 and a member of the audience asks:

What are some recipes that I can use as part of a balanced diet?

How would you avoid answering this question?

Tip!

Don't panic if you don't know the answer to a question. Offer to find out the information the audience member has asked for and make sure you follow it up, or inform them about where they can find the information themselves.

e.g. **Question:** *What has the Huygens probe discovered about Titan?*

Answer:

- *I'm not sure exactly. I'm afraid I don't know. Let me get back to you on that later.*
- *If you're interested in the findings of the Huygens probe, you can read further information online. Just enter the keywords "Huygens, NASA, Titan" into a search engine.*

7 Read the tip above. Imagine you have just finished presenting the problems caused by excess waste on p. 18. Someone asks you the following question and you don't know the answer: *How much methane do landfills in the UK produce?* How would you respond?

Tip!

Throughout the Q&A session remember to **smile**, **respond calmly** and make sure you **address** the whole audience and not just the person asking the question.

Ending your Q&A

Once you see there are no more questions, or if there is a set time limit to your Q&A session, you can finish with a phrase such as "Thanks for all your great questions" or "It's been a pleasure to answer your questions."

On Screen

Pre-Intermediate | B1

On Screen Presentation 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 Presentation 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
- A detailed teacher's book with fully-developed suggested answers for all tasks



Express Publishing