

# On Screen

Virginia Evans - Jenny Dooley

Intermediate | B1+/B2



## Public Speaking **Skills**

Student's Book



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**Tel.: (0044) 1635 817 363**  
**Fax: (0044) 1635 817 463**  
**email: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)**  
**[www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)**

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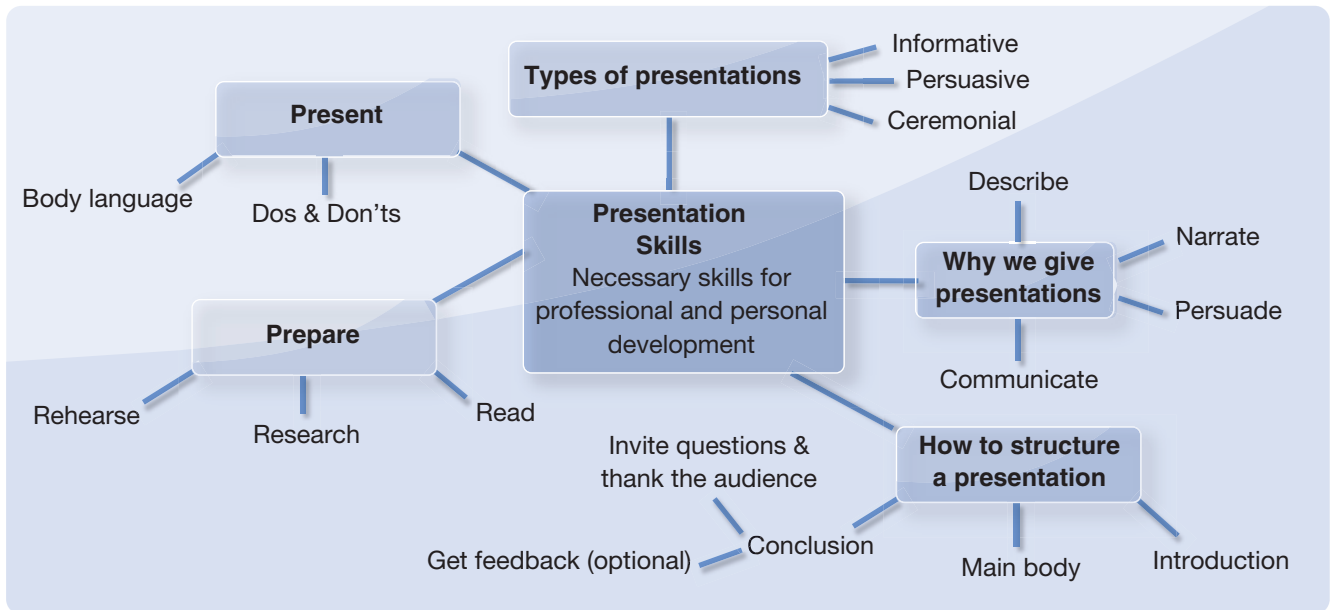
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**Note:** In the model presentations, the way of getting feedback – when used – appears in a coloured box. This is because getting feedback after a presentation is optional.

# 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, science & technology presentations, 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 & TV), **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, people (e.g. myself, a famous person).
- B narrate** an experience, a story, a myth, a fable, an event (e.g. 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. *When you were younger, did you ever wish that the creatures in your fairy tales were real?*
- 2 **use a quotation/saying** e.g. *Producer David Binder says, "Festivals ... make cities better places to live," and I think this is so true.*
- 3 **ask a rhetorical question** e.g. *Robots can't really learn to think for themselves, can they?*
- 4 **make a statement** e.g. *There are many festivals and celebrations for the dead all over the world, from the Day of the Dead in Mexico to the Fortnight of the Ancestors in India.*
- 5 **narrate a personal or general story** e.g. *In the late 19th century, a Frenchman named Alphonse Bertillon was the first photographer to create images of crime scenes for police work. This was the beginning of forensic photography.*
- 6 **set the scene and stimulate emotions** e.g. *Imagine running along an open road. You're unbelievably tired; your legs are aching, your heart is pounding, but you have to keep going.*
- 7 **use visuals (photos, charts, films, pictures etc)** e.g. *Take a look at this picture of ... .*
- 8 **use music (a song, soundtrack etc)** e.g. *Listen to this sound. It's from ... .*
- 9 **use humour (a joke, a riddle etc)** e.g. *I like places that are dark and dry; give me water and I die. What am I? ... A fire!*
- 10 **use a rhyme or a short poem** e.g. *The only horse that lives in the sea  
Is really a fish, as you will see.*

To **end** a presentation we can:

- 1 **address the audience** by asking a question e.g. *What about you? Do you believe that the spirits of the dead can visit the living?*
- 2 **use a quotation/saying** e.g. *Even if you're a complete beginner now, in time you can become an expert. As the Japanese proverb goes, "Tomorrow's battle is won during today's practice."*
- 3 **ask a rhetorical question** e.g. *After all, isn't it better to be remembered with laughter than with tears?*
- 4 **make a statement** e.g. *It's only when you take yourself to the limits of what you think you can do that you discover what you're really capable of.*
- 5 **narrate a personal or general story** e.g. *I didn't win the race, but it's a huge achievement just to have finished it; not many people can say they've completed the Ultraman World Championship.*
- 6 **stimulate emotions** e.g. *It's all worth it if you remember that you're using your skills to discover the truth and help bring criminals to justice.*
- 7 **use humour (a joke, a riddle etc)** e.g. *Remember, this sport is not just for samurais; you KEN-DO it, too!*
- 8 **ask a 'what if' question** e.g. *What if the iCub is just the beginning of a whole new generation of robots?*
- 9 **use a rhyme or a short poem** e.g.  
*Say hello to New Year's Day  
 And goodbye to all that is past.  
 Throw your barrels into the flames –  
 'Be damned to he who throws last!'*

## 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. *Now, in groups of three, discuss what you think is the best way to save the Amazon Rainforest.*
- 5 **Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation. e.g. *Firefly squid have got eight tentacles. ...* 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.

<b>R</b> ecycle
<b>R</b> euse
<b>S</b> ...
<b>P</b> ...
<b>R</b> ...

## 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 clear & simple.
- 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 turn your back to the audience or fold your arms.
- Don't speak in a monotonous voice or 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 have finished writing your presentation, make sure you have:

- introduced yourself and the topic
- mentioned all the points from the spidergram
- used appropriate opening/closing/feedback techniques
- used appropriate visuals/music
- thought of possible questions from the audience and answered them

Now, 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 Tuareg: 'the blue people of the desert'

- colour clothes with indigo-blue dye
- women wear scarves
- men wear veils (*tangelmoust*)

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

This will make your slides easier to read.

#### The Congo Rainforest

- 1.5 million km<sup>2</sup>
- size of Alaska



### 2 Use a title

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

#### iCub: The Toddler Robot



### 5 Use clear and easy-to-read fonts

Members of the audience will lose interest if they cannot read your slides easily.

#### Advantages of Social Networking

- ✓ • great way to communicate
- fast, easy & free
- exchange photos/videos/messages
- ✗ • *great way to communicate*
- *fast, easy & free*
- *exchange photos/videos/messages*

### 3 Use visuals

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

#### Seahorses

- head like a horse
- pouch like a kangaroo
- tail like a monkey
- eyes like a chameleon



### 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.

#### TAR BARREL FESTIVAL

- **WHERE:** Allendale, northern England
- **WHEN:** every year on 31st December
- **ORIGINS:** may have started in 8th century

## Model analysis

### Traditional Tribes

Imagine you are a professor of Anthropology. Give a presentation to your students about the Tuareg tribe and way of life.

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



Good morning, everyone. I'm Professor Anna Dunn. Most people think of the Sahara Desert as an empty place where nothing can survive, don't they? But a group of people called the Tuareg have lived there for thousands of years. For them, the desert is home.

There are over one million Tuareg in North Africa. They have adapted to living in the desert, and that's

why they have a reputation for being some of the most resilient people on Earth. People call them 'the blue people of the desert' because they colour their clothes with an indigo-blue dye. The women wear scarves to cover their hair, but the men wear a veil called a 'tangelmoust' that covers their whole face, except the eyes and top of the nose.

The Tuareg are great craftsmen and are famous for the beautiful jewellery they make, the masks they carve and their elaborately decorated weapons. They are nomadic people and they travel around the desert in tribes of 30 to 100 families. Sometimes several tribes join together to form a larger group called a 'Kel'. The Kel is very organised, and everyone protects each other.

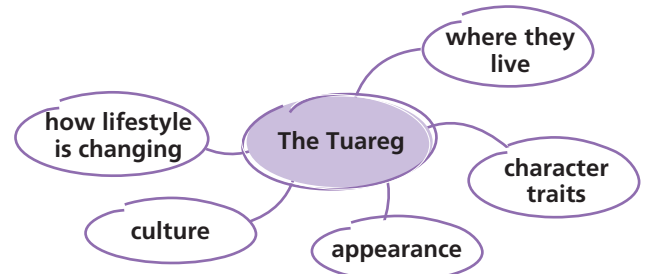
As I said, the Tuareg have wandered the Sahara Desert for thousands of years, but because of drought, some of them are abandoning their nomadic lifestyle and settling down in towns and cities. They are not treated with disapproval by the Kel, however, and they keep their Tuareg identity.

Life is not easy for the Tuareg, but their struggle to survive in the Sahara Desert is part of their culture and character. Even those who have decided to stop wandering the desert never forget that they are Tuareg. As the Romanian author Elie Wiesel said, "Without memory, there is no culture."

Now I want you to imagine you are one of the Tuareg. Would you continue with your nomadic life in the desert, or would you want to move to a town or city? ... Why? ... Discuss your opinion with the person sitting next to you.

Are there any questions about the Tuareg way of life? ... Thank you. Now let's take a closer look at the origins of the Tuareg.

- b) Talk about the Tuareg: *Where do they live? What are their character traits? What do they look like? What is their culture like? How is their lifestyle changing?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

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


## Your turn

### Traditional Tribes

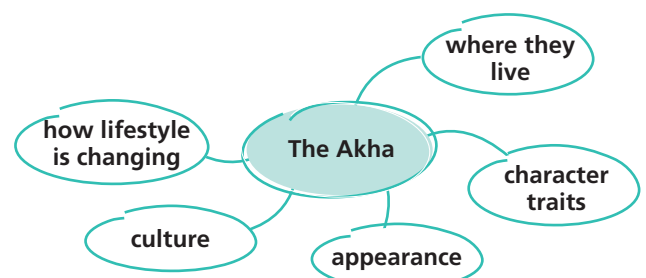
Imagine you are a professor of Anthropology. Give a presentation to your students about the Akha tribe and way of life.

(*Student's Book, Module 1a, pp. 6-7*)

### Organising ideas

- 4** a) Read the text about the Akha way of life on pp. 6-7 of your Student's Book and watch the  **Module 1 – Rice, Bamboo and the Akha Traditions.**

- b) Talk about the Akha: *Where do they live? What are their character traits? What do they look like? What is their culture like? How is their lifestyle changing?* 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**  What if their culture disappears completely in the years to come? That is a very sad thought indeed.
- B**  No one can tell just how the outside world might affect the Akha in the future, but I hope they never lose their identity.
- C**  High in the mountains of South-East Asia, a group of children are gathering in the forest outside their village. They're getting ready for a lesson, but they're not learning how to read or write. Instead, they're learning the names of the plants and animals of the forest. These are Akha children, and knowledge of the natural world is essential for their way of life.

- 1** making a statement      **2** setting the scene  
**3** asking a 'what if' question

- 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?

So, now that I've given you some background information about the Akha, how many of you think the Akha way of life might disappear completely in the future? ... Who thinks that the Akha can keep their cultural identity in a changing world? ...

- b) Can you suggest an alternative 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. 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, everyone.

**Introducing yourself:** I'm Professor ...

**Introducing the topic/Opening technique (addressing the audience):** Can you imagine building your own house, making your own clothes and growing your own food? ... Well, this is how the people of the Akha tribe live.

### Main body

**Where they live:** The Akha originally came from ... and their history goes back hundreds, perhaps thousands, of years. Now they live in ...

**Character traits:** Unfortunately, they are among ..., but they have adapted to the harsh conditions in the mountains. As a result, Akha men are ... and the women are ...

**Appearance:** In general, the Akha are ... and they have ... The women wear ...

**Culture:** The Akha culture is centred around ... and bamboo is also ... In their villages, everyone follows ... The men ..., while the women ... The children don't ..., but they ...

**How lifestyle is changing:** The Akha way of life is changing, however. Visitors from the Western world ... Many Akha men now have ..., and women and children only wear ... Some Akha are even ..., abandoning their villages and their traditional way of life forever.

### Conclusion

**Summarising points:** The Akha way of life is unique and the members of the tribe have lived in the same way for generations, but the modern world is changing them.

**Closing technique (asking rhetorical questions):** What does the future hold for them? How long before their way of life disappears forever? Only time will tell.

**Getting feedback (optional – open discussion):** Now I'd like to hear from you. What are your thoughts about the Akha way of life?

**Inviting questions:** Has anyone got any questions about the Akha and their lifestyle?

**Ending:** Thank you all. Now let's explore the origins of this tribe.

## Model analysis

### Under the Sea

Imagine you are a marine biologist working at the Firefly Squid Museum in Japan. Give a presentation about the firefly squid to a group of students visiting the aquarium.

- 1** a) Read Meiko's presentation about the firefly squid. Can you identify the purpose of the presentation? (See *Why we give presentations* on p. 4)

Good afternoon, everyone and welcome to the Firefly Squid Museum. My name is Meiko Tamura. The marine world is amazing: We've got oysters that can grow precious pearls and fish that can fly. There are even creatures that can produce light, like this little guy in the tank over here. Let me introduce you all to *Watasenia scintillans*, or the firefly squid.

Firefly squid can grow up to 7.6 cm long and have got eight 'arms' and two tentacles. The most interesting thing about this creature is its ability to produce light. It has organs all over its body that give off an electric blue light, making it look truly beautiful in the dark.

You can only find this type of squid in the Western Pacific in areas of deep water. It eats small fish and scientists think that it attracts its prey by flashing its lights.

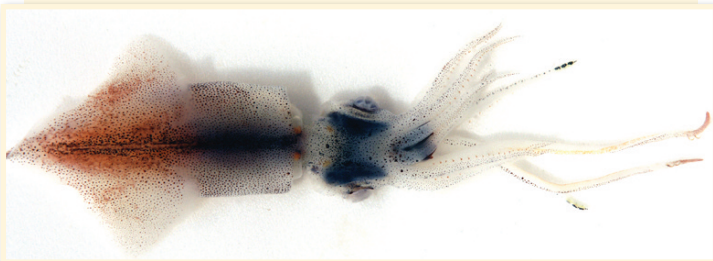
Between March and June, firefly squid try to find a mate. At night, they come to the surface and light up their whole bodies to attract other squid. The light of one firefly squid isn't enough to read a book by, but here in Toyama Bay, thousands of them gather each evening and the show is a major tourist attraction in this part of Japan!

These days the firefly squid is very important to Toyama Bay, both because it attracts tourists, and because we use it for food. Even though people eat the firefly squid, thankfully it is not endangered because there are so many of them.

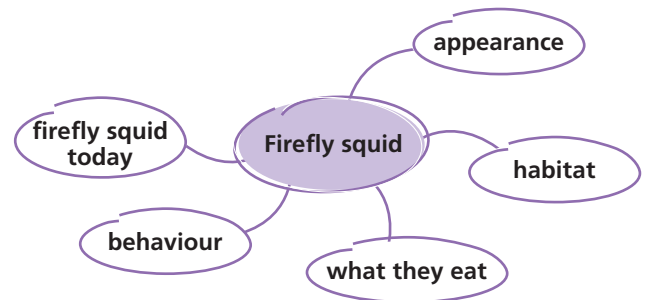
The squid you see in the tank in front of you today might not look that exciting, but when night falls, he becomes one of the most beautiful creatures in the ocean. On a cool spring night, you can see thousands like him in Toyama Bay. They light up the dark water like sparkling jewels.

So how many of you want to see the firefly squid display tonight?...

Does anyone have any questions before we move on? ... Thank you very much. Now let's take a look in the next tank.



- b) Talk about firefly squid: *What do they look like? Where do they live? What do they eat? How do they behave? What is their situation today?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

## Your turn

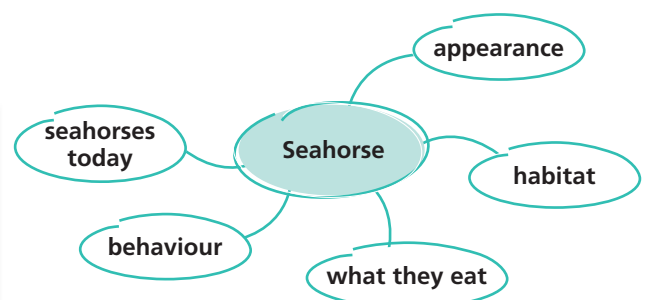
### Under the Sea

Imagine you are a marine biologist working at the Seahorse Sanctuary in Australia. Give a presentation about the seahorse to a group of students visiting the aquarium.  
(*Student's Book, Module 2a, pp. 22-23*)

#### Organising ideas

- 4** a) Read the text about seahorses on p. 22 of your Student's Book and watch the  **Module 2 – Seahorse Sanctuary.**

- b) Talk about seahorses: *What do they look like? Where do they live? What do they eat? How do they behave? What is their situation today?* 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. Match them to the opening techniques (1-2).

**A**  When you were younger, did you ever wish that the creatures in your fairy tales were real? ... Did you hope to see a unicorn, or a dragon? ... Well, the seahorse is one creature that many people believe is imaginary, but actually it's as real as you or me.

**B**  Close your eyes and imagine that you are swimming in the cool, clear water off the coast of Australia. Suddenly you see a tiny creature swim past you. It looks like something straight out of a children's story book, with a horse's head and a mermaid's tail but it's not. It's a seahorse, one of the strangest and most unique creatures in the ocean.

- 1 addressing the audience      2 setting the scene

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

**A**  It's our duty to look after our world and everything in it, isn't it? And that includes all of Earth's creatures, from enormous elephants and majestic tigers right down to the tiny seahorse.

**B**  We all have to act now to protect the seahorse for future generations, or it really will become just another fairytale creature.

- 1 stimulating emotions      2 asking a rhetorical question

### Getting feedback

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

Now let's discuss the seahorse in groups of four. Talk about why it's endangered and what we can do to help.

- b) Can you suggest an alternative 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. 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, everyone.

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

**Introducing the topic/Opening technique (narrating a personal story):** On my first trip to the Great Barrier Reef, I tried scuba diving. I saw many amazing sea creatures, but nothing as strange and interesting as the tiny seahorse.

#### Main body

**Appearance:** Seahorses probably evolved at least ... years ago and their bodies ... They have got ... They haven't got ... Still, they are fish because they have got ...

**Habitat:** Seahorses live in ... because ... They spend a lot of time ...

**What they eat:** They suck up ... with ... It's ... and basically acts like a Hoover! Seahorses eat continuously throughout the day because ...

**Behaviour:** The thing that the seahorse is most well-known for, apart from its strange appearance, is the fact that male seahorses ... The female ..., and after ... the baby seahorses are born.

**Seahorses today:** Today seahorses are in danger for many reasons. Human activity ... and in Asia, people ... In fact, humans take ... Many of these are meant to be pets, but ... This is why the work of the Seahorse Sanctuary is so important: We breed seahorses for pets so that the ones in the sea can continue to live in their natural environment.

#### Conclusion

**Summarising points:** The seahorse is a truly unique creature but, even with the help of places like the Seahorse Sanctuary, who knows how long this beautiful fish can survive in our oceans.

**Closing technique (asking a 'what if' question):** What if the seahorse becomes extinct? The world will lose an amazing little sea creature, and that would be a tragedy not just for us, but for future generations, too.

**Getting feedback (optional - open discussion):** Over to you now. What do you think is the most interesting thing about the seahorse?

**Inviting questions:** Are there any questions for me about the seahorse?

**Ending:** Thank you all for your attention. Now follow me to our research centre.

## Model analysis

### Rainforests Under Threat

Your Geography teacher has asked you to do a project on the Congo Rainforest and the problems it faces. Give a presentation to the class.

- 1** a) Read Jack's presentation about the Congo Rainforest. Can you identify the type of presentation?

Good morning, everyone. I'm Jack Moore. We all know that the Amazon Rainforest is the largest tropical rainforest in the world, but does anyone know where the second-largest rainforest is? ... Yes, it's in Africa, and it's called the Congo Rainforest.

This rainforest covers about 1.5 million square kilometres, which is an area roughly the size of Alaska. Humans have lived there for 50,000 years, but the Congo Rainforest contains about 10,000 different types of plant, 1,000 bird species and 400 mammal species. These include elephants, lions and hippos.

It is also an important ecosystem because the enormous trees absorb carbon from the air and release oxygen. This is essential for the health of planet Earth, and so cutting down these trees is a threat not just to the Congo Rainforest, but to the whole world.

Thankfully, the deforestation rate in the Congo is the lowest of all the world's rainforests. The greatest problem in this forest is illegal hunting. As a result of this, many species are under threat and the elephant population in the forest has dropped by 50% in less than 10 years.

So what can we do to help? Well, we can support organisations that work in the Congo Rainforest, like Greenpeace and the World Wildlife Fund. We can also campaign to raise awareness about illegal hunting and help to stop it.

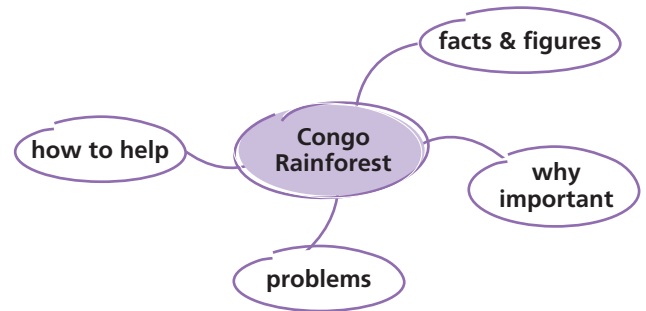
The Congo Rainforest is very important, both as a haven for wildlife and as a way to clean our planet's air. It's vital that we take care of this wonderful resource by stopping hunting. If we don't act now, in time, it may be too late.

OK, everyone. Can you name some of the animals that live in the Congo Rainforest? The letters E, L and H can give you a clue. ... **E**-elephants, **L**-lions and **H**-hippos, that's right!

Are there any questions about the Congo Rainforest? ... Thank you for listening.



- b) Talk about the Congo Rainforest: *What are some important facts and figures? Why is it important? What problems does it face? How can we help?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

## Your turn

### Rainforests Under Threat

Your Geography teacher has asked you to do a project on the Amazon Rainforest and the problems it faces. Give a presentation to the class. (Student's Book, Module 2d, p. 28)

#### Organising ideas

- 4** a) Listen to the lecture about forests from Ex. 4 on p. 28 of your Student's Book and watch the  **Module 2 – The Amazon and Deforestation.**
- b) Talk about the Amazon Rainforest: *What are some important facts and figures? Why is it important? What problems does it face? How can we help?* 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. Match them to the opening techniques (1-2).

**A** Prince Charles said, "Forests are the world's air-conditioning system – the lungs of the planet – and we are on the verge of switching it off." So, this is a global problem, and one of the worst-affected areas is the Amazon Rainforest.

**B** Close your eyes and picture yourself standing in a beautiful, green forest. All around you are incredibly tall trees. It's a peaceful, almost magical, place. Suddenly, you hear the sound of a chain saw and an ancient tree crashes to the ground. You're in the Amazon Rainforest and you are witnessing it's biggest threat: deforestation.

- 1 setting the scene and stimulating emotions  
2 using a quotation

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

**A** Even though it is thousands of miles away, the fate of the Amazon Rainforest is the responsibility of each and every one of us; we have to do whatever we can to save this precious resource and keep it safe for future generations.

**B** We can't just stand by while this amazing place disappears tree by tree, can we? It's up to all of us to save the Amazon for the sake of the wildlife, the environment and our future.

- 1 asking a rhetorical question      2 stimulating emotions

### Getting feedback

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

Now let's play a game. Listen to my statements. If you think a statement is true, raise your hand. The Amazon Rainforest is the world's oldest ecosystem. ...

- b) Can you suggest an alternative 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. 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.

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

**Introducing the topic/Opening technique (making a statement):** In tropical rainforests, the climate is hot and wet, and so it's the ideal place for plants and animals to thrive. This is why rainforests like the Amazon are so important.

#### Main body

**Facts & figures:** This rainforest is ... and, in the 19<sup>th</sup> century, it covered ... Unfortunately, half of it is gone and now it covers ...

**Why important:** The Amazon Rainforest is an important place because it produces ... and this keeps ... It is also home to ... Modern medicine owes a lot to the rainforest; less than ..., but 25% of the drugs we use today come from them.

**Problems:** Despite all this, ... and this is due to deforestation. People cut down ..., but it's not just logging that leads to deforestation; ... also cut down the trees to make way for ...

**How to help:** But there is hope. There are things we can do to help, such as ... We should also do our best to support ... By doing these things, we can play a part in saving an ecosystem which is both beautiful and interesting, as well as essential for our survival.

#### Conclusion

**Summarising points:** The Amazon is not just the largest rainforest in the world, but the home of thousands of rare species and a source for life-saving medicines.

**Closing technique (asking a 'what if' question):** What if we don't take care to conserve the rainforest now? Won't we regret it in the years to come? I believe we will, so let's try to make sure this doesn't happen.

**Getting feedback (optional – focus groups):** Now, in groups of three, discuss what you think is the best way to save the Amazon Rainforest.

**Inviting questions:** Does anyone have a question about the Amazon Rainforest?

**Ending:** Thanks for your attention today.

## Model analysis

### Natural Wonders

Imagine you are a TV presenter filming a documentary about Mount Everest. Present information about the mountain to your viewers.

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



Hello and welcome to the show, everyone. I'm Josie Turner and this is *Himalayan Adventures*. Tonight's episode is all about the glory and greatness of what stands behind me. Just take a look! This is the tallest, most challenging and most famous mountain on Earth. This is Mount Everest!

Located in the Mahalangur section of the Himalayas, Mount Everest sits on the border between Nepal and China. It reaches 8,848 metres above sea level, making this massive mountain the highest on Earth. The Tibetans call it Chomolungma, or 'holy mother', and the Nepalese call it Sagarmatha, which means 'goddess of the sky'. The mountain was officially named Everest in 1865, however, after the British Surveyor General of India, Sir George Everest.

The first people to successfully climb to the top of Everest were New Zealand explorer Edmund Hillary and Nepalese sherpa Tenzing Norgay. At 11.30 am on 29th May 1953, the pair made mountaineering history after climbing the south-east route from Nepal. At the top, they took some photos and buried some sweets in the snow before turning round to make their return journey down the mountain.

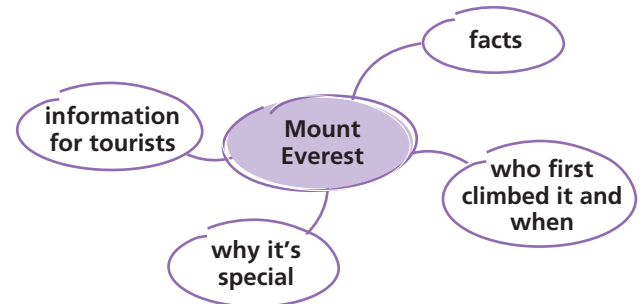
Since then, over 4,000 people have climbed Mount Everest. In fact, some people make it their life's ambition. And that's because it's such a special place both on Earth and in our imagination. On Everest, you are on top of the world and the perfect mix of beauty, drama and danger here is famously magical.

Every year, hundreds of tourists climb Everest. However, this trip is not for everyone: Only experienced climbers are allowed access as, without the proper experience, the right weather conditions and appropriate equipment, the mountain can be deadly. The fierce weather and high altitudes need to be taken very seriously and there are huge costs involved, too. Climbing Everest costs up to \$100,000, but it's a price many are willing to pay.

Mount Everest definitely deserves its title as one of the seven natural wonders of the world. It's a dream come true for me to visit this place: the views and the atmosphere here are simply incredible!

Thanks for watching. See you on Friday for our next episode of *Himalayan Adventures*.

- b) Talk about Mount Everest: *What are some facts about it? Who climbed it first and when? Why is it special? What information would tourists find useful? Then, copy the spidergram into your notebook and complete it with the information you talked about.*




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

## Your turn

### Natural Wonders

Imagine you are a TV presenter filming a documentary about Victoria Falls. Present information about the falls to your viewers. (*Student's Book, Module 3a, pp. 38-39*)

### Organising ideas

- 3** a) Read the text about Victoria Falls on p. 38 of your Student's Book and watch the  **Module 3 – Victoria Falls.**

- b) Talk about Victoria Falls: *What are some facts about it? Who climbed it first and when? Why is it special? What information would tourists find useful? 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 opening techniques (1-2).

- A**  Our planet boasts some truly amazing landscapes and Victoria Falls, where I am today, is no exception.
- B**  Imagine travelling to another, unknown country and discovering what is now considered one of the world's most beautiful locations: Victoria Falls.

- 1 setting the scene and stimulating emotions
- 2 making a statement

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

- A**  When he first discovered the falls, Dr Livingstone described them as follows: "No one can imagine the beauty of the view from anything witnessed in England. It had never been seen before by European eyes; but scenes so lovely must have been gazed upon by angels in flight." It was a magical moment for him and it can be for you, too.
- B**  It's places like this that we should treasure the most, isn't it?

- 1 using a quotation
- 2 asking a rhetorical question

### 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

**Greeting:** Good afternoon, viewers!  
Welcome to ...

**Introducing yourself:** My name's ...

**Introducing the topic/Opening technique (addressing the audience):** This week, I've come to a spectacular site the locals call 'the smoke that thunders.' Can you guess where I am? ... I'm at Victoria Falls!

#### Main body

**Facts:** Victoria Falls, which is the world's ... is located here ... . It's formed by the ... on the border between ... and ... . At ... wide and ... in height, Victoria Falls is considered the biggest ... because of the record-breaking amount of water it releases; ... litres every minute!

**Who discovered it & when:** The first European to discover the falls was a ... called ... . He went to ... in ... as a ... and spent much of his life ... . On ... Livingstone came across this amazing sight. There's actually a ... at the park's entrance.

**Why it's special:** Victoria Falls was then, and still is now ... . The spray ... into the air and can be seen ... . As you can see, it looks like ... and the noise created by the crashing water ... . All year, ... above the gorge. The national park is also a ... .

**Information for tourists:** You can visit ... for a small entrance fee of ..., but I'd recommend coming ... when the river's ... and the falls are ... . Standing on a ... over the ... offers ... as well as the chance to get soaked from head to toe! There's also ... for all you thrill-seekers out there. Just beware of ...!

#### Conclusion

**Summarising points:** All in all, Victoria Falls is a reminder of the planet's ability to inspire awe in us all.

**Closing technique (narrating a personal story):** This actually isn't my first glimpse of the falls. I came here as a student and the sight and sound of the water cascading over that sheer drop left a lasting impression on me. I still think it's one of the most incredible sights on Earth and one everybody should see at least once in their lives.

**Ending:** Thanks for watching, everyone. See you next week!

## Model analysis

### Fire Festivals

Imagine you have recently attended the Tar Barrel Fire Festival in the UK. Give a presentation about it to your classmates.

- 1** a) Read Robin's presentation about the Tar Barrel Fire Festival. Can you identify the type of presentation?

Hi, everyone. My name is Robin McGregor. Listen to this: I like places that are dark and dry; give me water and I die. What am I? ... A fire! That's right! There are many fire festivals across the world, including one ancient ritual in my hometown in northern England called the Tar Barrel.



The Tar Barrel Fire Festival takes place in a village called Allendale. It's usually a quiet place, but not on New Year's Eve! Every year, on 31st December, the village is packed with local people and visitors who come to take part in the celebrations.

The origins of the Tar Barrel festival are unclear, but local folklore suggests that the celebrations may have started in the 8th century, when the Vikings invaded from Scandinavia. The festival is also possibly linked to a pagan belief in fire gods.

The celebrations begin at a quarter to midnight, but hours before this people begin to gather in the village square. There is an unlit bonfire in the centre and this will be the centre of the action later, so everyone tries to get a good view.

A brass band begins to play and then 45 men called Guisers appear. They are all from Allendale families, as the right to be a Guiser passes down from father to son. They wear impressive costumes and carry shallow wooden barrels filled with burning tar on their heads. Each barrel weighs almost 16 kilos! When they reach their main square, they throw their barrels onto the bonfire while the crowd shouts, 'Be damned to he who throws last!' Then everyone sings the traditional song, *Auld Lang Syne*, to welcome in the New Year.

This English festival is an ancient way to celebrate the end of the old year and the start of the new. With fun, fire and family traditions, the Tar Barrel has it all. As an old poem from my village says:

Say hello to New Year's Day  
And goodbye to all that is past.  
Throw your barrels into the flames –  
'Be damned to he who throws last!'

So who here would like to watch the Tar Barrel festival? ... Everyone, great! Who would like the job of carrying a barrel of burning tar? ... Not many! Luckily, as we said, the Guisers have to be from Allendale families, so if you go to see the Tar Barrel, you won't get that job!

Are there any questions about the Tar Barrel festival? ... Thanks for your attention today.

- b) Talk about the Tar Barrel Festival: *Where does it take place? When? What are its origins? How do people prepare for the festival? What activities take place?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

## Your turn

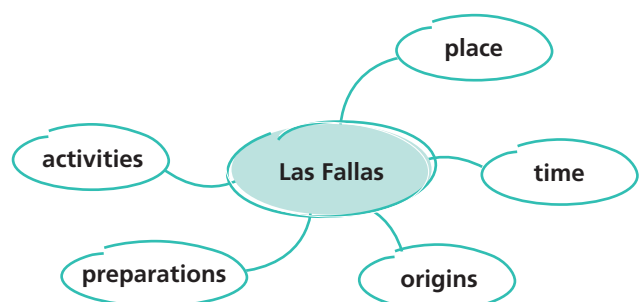
### Fire Festivals

Imagine you have recently attended the Las Fallas festival in Spain. Give a presentation about it to your classmates. (Student's Book, Module 4a, pp. 54-55)

#### Organising ideas

- 4** a) Watch the  **Module 4 – Las Fallas Festival.**

- b) Talk about Las Fallas: *Where does it take place? When? What are its origins? How do people prepare for the festival? What activities take place?* 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 are from the introductions of presentations? Which is from the conclusion?

- A  As most of you know, my father is from Valencia in Spain. I visit my cousins there several times a year, but my favourite time to go is in spring, because that's when Valencians celebrate Las Fallas.
- B  As the American food writer Andrew Zimmern said, "Be a traveller, not a tourist. Try new things, meet new people, and look beyond what's right in front of you", and I couldn't agree more. Experiencing cultural festivals like this one is a great way to gain a better understanding of our world.
- C  Imagine you are on holiday in Spain. It's a warm spring night and the streets are full of people. There are colourful lights on the buildings and music is playing. Suddenly you see a huge fire in front of you! But there's no need to panic – it's all part of the celebrations for Las Fallas!

- 1 setting the scene      2 using a quotation  
3 narrating a personal story

- 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?

Now let's have a quiz in two teams. The team with the most correct answers wins. Let's start! Team A: In which month does Las Fallas take place? ...

- b) Can you suggest an alternative 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. 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, everyone.

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

**Introducing the topic/Opening technique (using a quotation):** The producer David Binder says, "Festivals ... make cities better places to live," and I think this is so true. For example, Valencia is a beautiful city, but it really comes alive during the festival of Las Fallas.

#### Main body

**Place:** Las Fallas means 'the fires' in Valencian and this festival takes place only ...

**Time:** Every year, from ... to ..., local people and tourists line the city streets to take part in the celebrations.

**Origins:** No one is completely sure how Las Fallas began, but some people believe ... These days, Valencians use the festival as a way to ...

**Preparations:** People prepare for Las Fallas by ... These are ... made from ... They often look like ... in order to ...

**Activities:** During the four days of the festival, Valencian women ... They are called ... and their procession is accompanied by ... known as ..., which sound like ... There is also a competition for the ... On the last day, people ... This not only creates a huge number of fires, but an amazing fireworks display as well!

#### Conclusion

**Summarising points:** Las Fallas is a fun and exciting festival and it makes the Valencian people feel proud of their city. If you ever visit Valencia in March, be sure to take part.

**Closing technique (making a statement):** It's an unforgettable experience and you'll be talking about it for years to come!

**Getting feedback (optional – pop quiz style questions in teams):** Now let's discuss Las Fallas in groups of three. Do you think celebrations like Las Fallas are important? Why?

**Inviting questions:** Does anyone want to ask me anything about Las Fallas?

**Ending:** Thank you for listening to my presentation.

## Model analysis

### Cultural Celebrations

Imagine you are the Mayor of Kyoto in Japan and it is Obon, a celebration to honour the dead. Give a welcoming speech to a group of tourists visiting your city for the occasion.

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

Good morning, everyone. I'm Hiroaki Nagai, the Mayor of Kyoto, and I'd like to welcome you all to our city on this very special day. There are many festivals and celebrations for the dead all over the world, from the Day of the Dead in Mexico to the Fortnight of the Ancestors in India. Here in Japan we honour our departed loved ones at the festival of Obon.



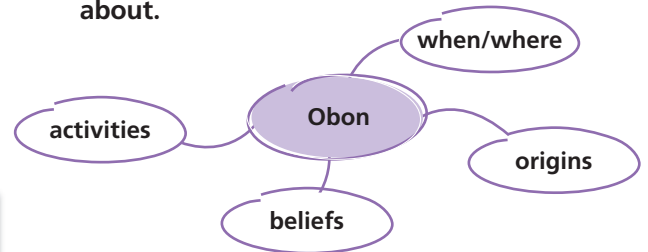
Obon takes place from 13th to 15th August every year, so you're just in time for the start of the celebrations! It's a very important festival in Japan, and we have celebrated it here for over 500 years. The idea comes from an old Buddhist legend about a man who asked Buddha how he could be sure that his dead mother was happy in the afterlife. Buddha told the man to help the monks in his local monastery and, shortly afterwards, he saw in a dream that his mother was happy. He was so relieved that he started dancing! Even today, we have a dance especially for Obon called the Bon Odori.

We believe that the spirits of our ancestors revisit the world for the three days of Obon. On the first day, many families go to the graves of their relatives and light lanterns to call the spirits back. You might also see fires or pine torches at the entrances of houses. These are to guide the spirits back to their family homes. We clean our houses in preparation for Obon, and we leave offerings of food, lanterns and flowers in front of the Buddhist altars in our homes. However, Obon is not a sad occasion. You probably noticed the fair on your way in; in Kyoto, we always have a fair with rides and games to celebrate Obon. Later, you can see fireworks and people dancing the Bon Odori to welcome the spirits.

All in all, Obon is a celebration of lives that have been lived, rather than a time of mourning for loved ones that have been lost. For many of you, the thought of spirits walking among us may be new and a little strange, but I encourage you to open yourselves to our culture and our ideas. Who knows? You may learn something new about yourselves! As the historian Miriam Beard said, "Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."

I hope you all have a wonderful time celebrating with us here in Kyoto! Thank you.

- b) Talk about Obon: *When and where does it take place? What are its origins? What do people believe? What activities take place?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

### Your turn

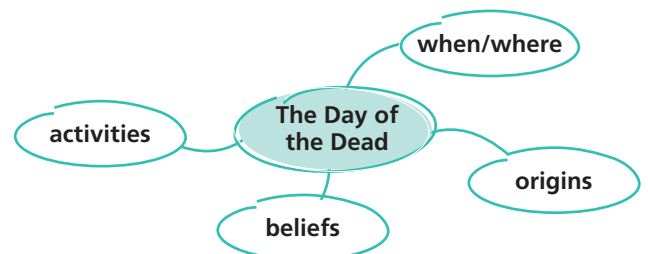
### Cultural Celebrations

Imagine you are the Mayor of Oaxaca in Mexico and it is the Day of the Dead. Give a welcoming speech to a group of tourists visiting your city for the occasion.  
(Student's Book, Module 4d, p. 60)

### Organising ideas

- 3** a) Listen to the recording from Ex. 2, p. 60 of your Student's Book and watch the  **Module 4 – The Day of the Dead Festival in Mexico.**

- b) Talk about the Day of the Dead: *When and where does it take place? What are its origins? What do people believe? What activities take place?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



### Tip!

#### Using prompt cards

You can use numbered prompt cards to list the points of your presentation in order.

1

**when:**  
2<sup>nd</sup> Nov

2

**where:** all over Mexico

### Opening/Closing techniques

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

- A**  As you travelled here today from the airport, did you notice that everybody in Oaxaca is out and about in the streets? Our city is generally a busy place, but today in particular, we are all making preparations for *Día de los Muertos*, or the Day of the Dead.
- B**  I'm sure we've all lost someone special at some point in our lives, and the memory of them can cause us pain and sadness. But today, on the Day of the Dead, we are remembering our departed loved ones not with sadness, but with joy.

- 1 addressing the audience      2 stimulating emotions

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

- A**  For me, and millions of Mexicans, the Day of the Dead is the most important day of the year. I enjoy the food, the stories, the traditions and the family fun, but I keep the spirit of the festival in my heart all year. I find great comfort in the fact that my ancestors are watching over me and one day I, too, will watch over my children and grandchildren.
- B**  After all, isn't it better to be remembered with laughter than with tears?

- 1 asking a rhetorical question      2 narrating a personal story

### 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

**Greeting:** *Hello, everyone.*

**Introducing yourself:** *I'm/My name is ... and I'm the Mayor of Oaxaca.*

**Welcoming:** *It's wonderful to be able to welcome you all to our city today as we celebrate one of our country's most important festivals.*

**Introducing the topic/Opening technique (making a statement):** *Death is a fact of life, but here in Mexico we believe that there is life after death, too. Our spirits continue after our bodies die, and once a year they return to Earth on the Day of the Dead.*

#### Main body

**When/where:** *This festival takes place all over ... on ...*

**Origins:** *This is ... in the Catholic calendar, but the origins of the Day of the Dead actually date back to ...*

**Beliefs:** *They believed ... Even now, we still hold on to the belief that ... We even believe that they can ... in a spiritual way.*

**Activities:** *Preparations for the festivities begin many months beforehand. Some people plan ... Then, early in the morning on the Day of the Dead, ... Then the spirits ... The streets of our city, as you probably saw, are festooned with ... to ... The whole family ... We always put ..., who are there with us. We even arrange ... to make them comfortable. We eat, tell ... and talk about ... It's a wonderful family occasion full of joy and happiness.*

#### Conclusion

**Summarising points:** *In reality, the Day of the Dead is a celebration of life. Today is not about sadness for someone we have lost, but happiness for the life that they lived.*

**Closing technique (addressing the audience):** *What about you? Do you believe that the spirits of the dead can visit the living? ... Even if you don't, enjoy the Day of the Dead celebrations and keep an open mind.*

**Ending:** *I hope you all have a great time during the festivities! Thank you.*

## Model analysis

### Combatting Crime

Imagine you work as a computer forensics investigator. Give a presentation about your job at a school assembly on Careers Day.

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

Good morning, everyone. My name is Michael Black. In the modern world, almost everybody uses computers, and technology is often the key to solving crime. That's why my job – a computer forensics investigator – is so important.



Computer forensics investigators are like computer detectives. We take electronic devices from crime scenes – anything from a smartphone or tablet to a USB drive or desktop PC – and try to access the information stored on them. We sometimes have to rebuild damaged systems in order to recover data, too. The information we recover can be used as evidence in court, and so it's very important work.

For me, there is no typical 9 to 5 day at the office. If we have a case, we work on it until it's solved, and that can mean long hours and lots of overtime. I'm often on call as well, because when a crime has been committed and there is digital evidence, I might have to go to the scene to analyse it on-the-spot, even though I do most of my work in my lab.

My job can be challenging, especially when I have to give evidence in court, which I find very stressful. In addition, despite my busy work schedule, I have to keep up with all the changes in technology, so every day is a school day for me, too!

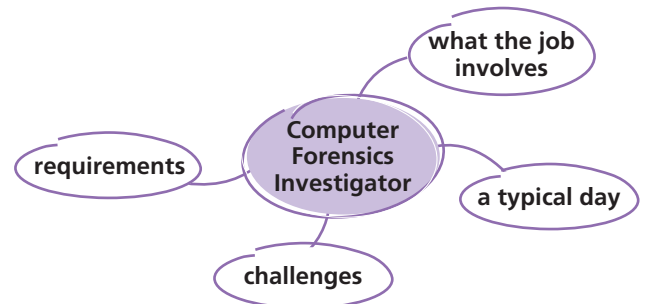
So what do you need to become a computer forensics investigator? Well, a degree in Computing and lots of experience in the industry are the usual requirements. You also need to understand the law so you know, for example, what can be used as evidence in court. Problem-solving is another skill you need in my profession; you have to use your head and ask yourself, "If I wanted to hide this data so no one could ever find it, what would I do?"

In conclusion, my job requires lots of technical knowledge, but it's not all about memory cards and motherboards. As the computer forensics expert Eric Robi said when asked about his work, "Besides getting a technical degree and formal training ... the most important thing to have is a curious mind."

Would anyone like to share their thoughts about my job? ... Would you want to be a computer forensics investigator? ... Why? ...

Are there any questions? ... Thank you for your attention today.

- b) Talk about the job of a computer forensics investigator: *What does the job involve? What is a typical day like? What are the challenges of the job? What are the requirements?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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


## Your turn

### Combatting Crime

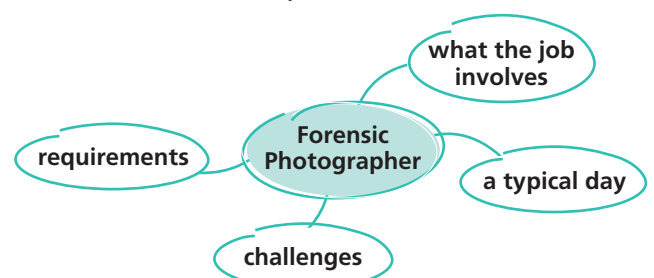
Imagine you work as a forensic photographer. Give a presentation about your job at a school assembly on Careers Day.

(Student's Book, Module 5a, pp. 70-71)

### Organising ideas

- 4** a) Read the text about forensic photography on pp. 70-71 of your Student's Book and watch the  **Module 5 – Forensic Science Analysis.**

- b) Talk about the job of a forensic photographer: *What does the job involve? What is a typical day like? What are the challenges of the job? What are the requirements?* 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 are from the introductions of presentations? Which is from the conclusion?

- A**  Imagine this: A terrible crime's been committed in your town and it's up to you to find out what happened. You're not a detective, a police officer or a journalist. So, who are you? ... You're a forensic photographer, like me.
- B**  In the late 19th century, a Frenchman named Alphonse Bertillon was the first photographer to create images of crime scenes for police work. This was the beginning of forensic photography, a field which I work in today.
- C**  It may be a challenging job, and very difficult emotionally, but it's important work. It's all worth it if you remember that you're using your skills to discover the truth and help bring criminals to justice.

- 1 setting the scene and addressing the audience
- 2 stimulating emotions
- 3 narrating a general story

- 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?

How many of you have watched a crime drama and admired the work of a forensics team? ... How many think you could work on a forensics team like me? ...

### 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, everyone.*

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

**Introducing the topic/Opening technique (using visuals, addressing the audience & using humour):** *Look at these photographs.*

*Do you think they're impressive or interesting? ... Not particularly? I guess there isn't much to get excited about when you're looking at pictures of a carpet! But these photos, the work of a forensic photographer like me, helped put a criminal in jail.*

#### Main body

**What the job involves:** *My job is all about creating a visual record of the crime scene. When I arrive, I take photographs of ... as well as ... It's important to ... so I have to make sure ... I use ... and I also list ...*

**A typical day:** *Typically, I work on weekdays from ... to ..., but I have to be ... In the morning, I receive ... from ... Before going to a crime scene, I'm ... On any day, I might be called to the scene of a range of crimes such as ...*

**Challenges:** *As I said, forensic photographers visit crime scenes and so the job can be ... on a personal level. I have to be ... In fact, we're encouraged to ...*

**Requirements:** *One important requirement is that applicants have ... so this job is only suitable for people who ... Of course, they should also ...! However, this job isn't for photographers who ..., but rather those with an interest in ...*

#### Conclusion

**Summarising points:** *In conclusion, forensic photography is a specialist profession that requires technical skill, attention to detail and an organised approach to work.*

**Closing technique (making a statement):** *It might look exciting on TV but in real life, although it's not a boring job, it's not always a CSI episode, either!*

**Getting feedback (optional – focus groups):** *Now, talk with the person next to you about whether you'd like a career in forensic photography and why or why not.*

**Inviting questions:** *If anyone has a question for me, I'd be happy to answer.*

**Ending:** *Thanks for listening.*

## Model analysis

### Robots of the Future

Imagine you are a member of a robotics team and you have been asked to present your latest project, Bina48, to a group of students visiting your research facility.

- 1** a) Read Elaine's presentation about Bina48. Can you identify the purpose of the presentation?



Good afternoon. My name is Elaine Johnson and I'm part of the robotics team here at Terasem Movement. Can you imagine talking about your hopes and dreams with a robot? ... Can you imagine a robot who has its own hopes and dreams? ... Well, here at Terasem Movement we imagined

all this and right now we are developing a robot with its own personality. Her name is Bina48.

Bina48 has got a life-size head and shoulders, but she doesn't have a body and can't move around. She looks exactly like a real person; just like the person – Bina Rothblatt – who she is based on. The real Bina Rothblatt spent hours recording her memories, opinions and beliefs on a 'mindfile' and this was uploaded to the robot Bina.

Bina48 uses two cameras to 'see' the world and she can hear and speak, too. She has got 64 different facial expressions and face recognition software, so she can remember people that she sees on a regular basis. Using information from her 'mindfile', Bina48 can have a conversation with a real human. In some situations, she responds like a three-year-old child, but other times she gives very interesting answers, and she asks some thought-provoking questions as well!

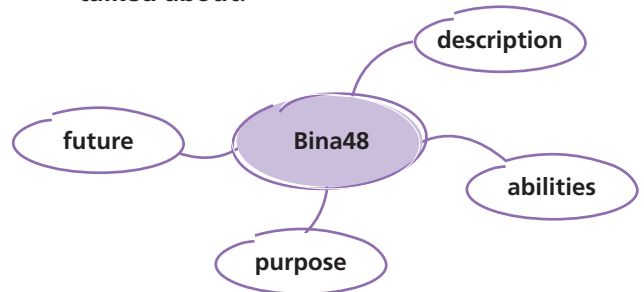
The purpose of Bina48 is to preserve the 'consciousness' of a human being in electronic form. Not just facts about a person – we can do that on paper, on a recording, or on the Internet – but their personality itself. Bina48 isn't completely conscious yet, but we're still developing her, and hopefully in the future she will be able to think just like we can.

The development of Bina48 – a robot with memories, opinions and beliefs – is a ground-breaking project. All the scientists working on this project, including myself, have come to think of Bina48 as a friend, and not just a machine. I look forward to my conversations with her. It's true that occasionally she gets confused, but she's got some interesting stories to tell, she makes me laugh and she often leaves me with something to think about!

How many of you would like the chance to have a chat with Bina48? ... Everyone! Well, in a minute we'll go inside and you can introduce yourselves!

Before that, are there any questions you want to ask me about Bina48? ... OK! Thank you for those interesting questions. This way, please.

- b) Talk about Bina48: How would you describe her? What can she do? What is her purpose? What will she do in the future? Then, **copy the spidergram into your notebook and complete it with the information you talked about.**




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

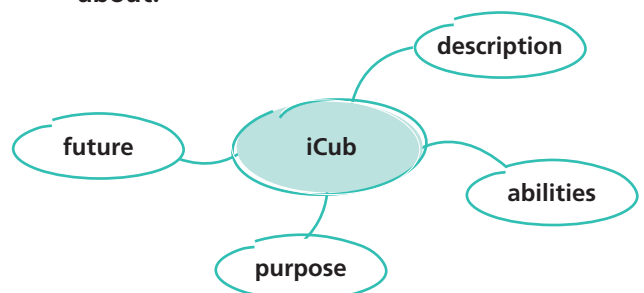
## Your turn

### Robots of the Future

Imagine you are a member of a robotics team and you have been asked to present your latest project, the iCub, to a group of students visiting your research facility.  
(Student's Book, Module 6a, pp. 86-87)

#### Organising ideas

- 4** a) Read the text on pp. 86-87 of your Student's Book and watch the  **Module 6 – The Birth of the iCub.**
- b) Talk about iCub: How would you describe it? What can it do? What is its purpose? What will it do in the future? 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. Match them to the opening techniques (1-2).

- A**  We've all seen robots that can think and learn on films like *iRobot*, but here at the Institute of Technology, science fiction is becoming reality with the iCub robot.
- B**  Robots can't really learn to think for themselves, can they? Well, with the iCub, we are one step closer to achieving this.

- 1 asking a rhetorical question      2 making a statement

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

- A**  What if the iCub is just the beginning of a whole new generation of robots?
- B**  In the words of American robotics scientist Marvin Minsky, "Will robots inherit the Earth? Yes, but they will be our children." All the members of the team here at the Italian Institute of Technology feel like parents to our creation, the iCub.

- 1 asking a 'what if' question      2 using a quotation

### Getting feedback

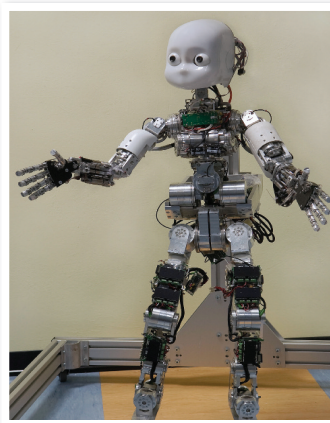
- 6** a) Read the extract. How does the speaker get feedback from the audience?

Now let's discuss the iCub in groups of four. What do you think would be the best use of this new technology? Why?

- b) Can you suggest an alternative 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. 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, everyone.*

**Introducing yourself:** *I'm/My name is ... and I'm part of the robotics team here at the Italian Institute of Technology.*

**Introducing the topic/Opening technique (setting the scene):** *Imagine it's the year 2100. You're sitting at your kitchen table and a small child places your breakfast in front of you. But it's not your son or daughter or your younger brother or sister; it's a robot! This could be the future if robots like the iCub become popular.*

#### Main body

**Description:** *The iCub is ... and it has got ... . It has got ... so that it can ... , and has ... and ... . In essence, the iCub looks and behaves like ... and this is why we ... .*

**Abilities:** *Like a toddler, the iCub can ... . It can also ...! But unlike other robots that are pre-programmed to perform tasks, the iCub ... . For example, if you ... .*

**Purpose:** *The iCub was created to ... so that ... . We believe ..., which is why ... . On a philosophical level, it is also a tool for ... .*

**Future:** *Although the iCub is not ..., we hope that one day ... . Our next goal is to ..., which is one more step ... . If we can achieve this, in the future, the iCub could be very useful as ... .*

#### Conclusion

**Summarising points:** *The iCub is still a toddler; every day it learns more about the world around it and how to interact with it. It's a privilege for me to be on the team that created it and to watch it 'grow up'.*

**Closing technique (using humour):** *We all feel like parents to the iCub. And who knows? Perhaps one day it will have i-brothers and i-sisters too!*

**Getting feedback (optional – open discussion):** *Can you think of any other ways in which a robot like the iCub could be useful?*

**Inviting questions:** *Has anyone got a question?*

**Ending:** *Now let's go and meet the iCub.*

## Model analysis

### Technology Today

Imagine you are an ICT teacher. Give a presentation to your students about using technology in healthcare.

- 1** a) Read the teacher's presentation about using technology in healthcare. Can you identify the type of presentation?

Good afternoon, class. Close your eyes and picture yourself walking around a hospital. Think about all the different types of technology you can see. Technology is a great tool and there are many reasons to use it in the healthcare industry.

For several years now, computers have been used to store patients' data.

However, now they are also beginning to be used to diagnose patients and analyse treatment options. This saves time and helps busy doctors.

Technology also helps doctors communicate. For example, there is a new social networking site called Doximity, where doctors can discuss difficult cases online. Also, thanks to a new mobile app, they are able to communicate better with patients who speak another language. Doctors simply speak into their phones and the app immediately translates their words into the patients' own language. In addition, doctors can use their smartphones to access resources online and even offer consultations. This is called 'telemedicine'.

Technology helps patients directly through new machines and medicines, but we can also use technology to help ourselves. To begin with, there are many mobile apps these days to help us stay healthy by monitoring diet, exercise and sleep patterns. We can also use the Internet to look up symptoms, although this should never replace the advice of a real doctor. Finally, a new development known as 'telehealth' allows people suffering from long-term illnesses to monitor themselves in their own homes. Using electronic devices, patients can check their blood pressure, weight and heart rate, which means fewer hospital trips and a better quality of life.

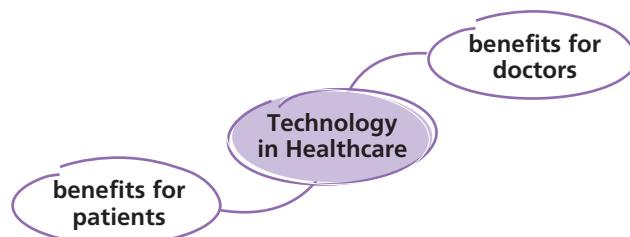
All in all, technology has got many uses in healthcare and, as advances are made, so our quality of care improves. It's wonderful to live in the age of technology, isn't it?

Now let's discuss the subject in groups of four. Talk about the ways we use technology in healthcare and decide which you think is the most important and why.

Are there any questions? ... OK, great! Now let's learn more about 'telehealth' and how it works.



- b) Talk about technology in healthcare: *What are the benefits for doctors? What are the benefits for patients?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

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

- b) Can you suggest an alternative feedback technique?

## Your turn

### Technology Today

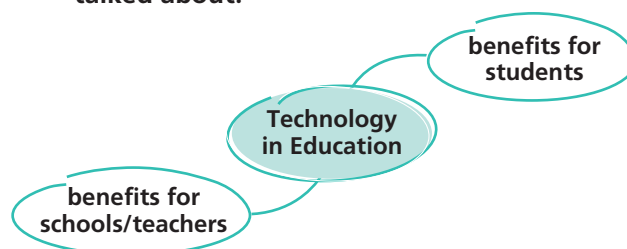
Imagine you are an ICT teacher. Give a presentation to your students about using technology in education.

(Student's Book, Module 6d, p. 92)

#### Organising ideas

- 4** a) Listen to the radio talk about using the Internet from Ex. 3, p. 92 of your Student's Book and watch the  Module 6 – Top 10 Reasons to Use Technology in Education.

- b) Talk about technology in education: *What are the benefits for students? What are the benefits for schools and teachers?* Then, copy the spidergram into your notebook and complete it with the information you talked about.

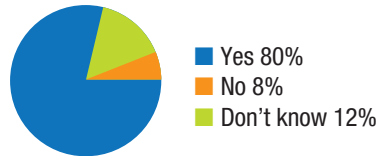




**Tip!**

You can use facts and figures to make your presentation more interesting. You can find information online from reliable sources or do a survey among your classmates. Present your statistics in the form of a diagram.

**Would you like to use more technology at school?**

**Opening/Closing techniques**

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

- A**  Technology is everywhere in our homes, from the TVs we watch to the online games we play, but technology also has a place in the classroom. As you can see from the pie chart, a recent survey showed that 80% of students would like to use more technology at school, and there are many reasons to do this.
- B**  Look around you. There are plenty of computers in our ICT classroom, aren't there? But this isn't the only lesson where we can use modern technology.

- 1 making a statement and using visuals  
2 using visuals and asking a rhetorical question

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

- A**  As we teachers say, *Tell a student the answer and they'll ask you more questions. Teach them how to use the Internet and they won't bother you for weeks!* But in all seriousness, the Internet is a wonderful educational tool, as long as we remember to use it responsibly.
- B**  As a teacher, I've seen and experienced the ways in which technology like this can help people with different learning styles and turn an average student into a great one.

- 1 narrating a personal story      2 using humour

**Finding visuals**

**6** Find appropriate visuals to use in 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 morning/afternoon, class.*

**Introducing the topic/Opening technique (using a riddle):** *What object has keys that open no locks, space but no room, and you can enter but not go in? ... That's right, a computer keyboard! You've all got keyboards in front of you right now – we're in an ICT lesson, after all! But ICT isn't the only subject where computers are useful; there are many other reasons to use technology in education.*

**Main body**

**Benefits for students:** *To begin with, students love ... whether it's because ... or ... . It also improves their learning experience, because it uses ..., and helps ..., too. As the technology industry gets bigger, ... . Using technology at school gives students ... which will help them when they look for a job.*

*Test scores also improve because technology allows ... and accounts for ... . It can help students with ... , such as ... and benefits ... . The quality of education also improves with access to technology; with free online resources, students can ... . In addition, technology also encourages students to ... . With the ... approach, students ... .*

**Benefits for schools/teachers:** *Schools and teachers also benefit from using technology. Firstly, it makes life ...; they are already so ... that ... . Secondly, although it's expensive to buy new technology, it ... . Finally, technology removes obstacles. For example, ... .*

**Conclusion**

**Summarising points:** *It's clear that technology can improve the education experience for students and teachers alike, both in and out of the classroom.*

**Closing technique (making a statement):** *It's great that we have this technology and that we can use it to teach and learn.*

**Getting feedback (optional – polling questions):** *How many of you agree that using technology can improve education? ... Who here would like to see more technology in their lessons at school? ...*

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

**Ending:** *Great! Now let's learn more about the 'Flipped Classroom' approach.*

## Model analysis

### Extreme Endurance

Imagine you have participated in Ironman Sweden and you have been invited to a school to share your experience. Give a presentation at the school assembly on International Sports Day.

- 1** a) Read Crispin's presentation about Ironman Sweden. Can you identify the purpose of the presentation?

Hi, everyone. I'm Crispin Lund. I want you to imagine that you're running along an open road. You're unbelievably tired; your legs are aching, your heart is pounding, but you have to keep going. This was how I felt during the final stage of Ironman Sweden last week.

This endurance race takes place every year in Kalmar, Sweden. It's a one-day triathlon and so there are three events: swimming, cycling and running. I trained hard for the competition, but it was still my first Ironman event and it wasn't easy!

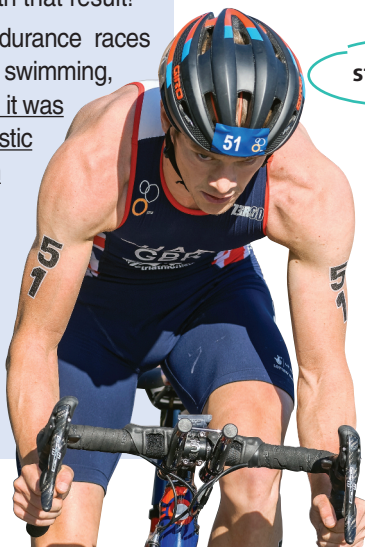
The first stage is an open-water swim in the Baltic Sea. It's 3.86 km long, but on the day it was more difficult because of the windy weather, which made the sea quite choppy. I was pretty pleased with my swim, however; about 60 people had to be pulled from the water, so I was happy just to finish!

The second stage of Ironman Sweden is a cross-country bike ride that's 180 km long! The first loop takes you over the 6-kilometre-long bridge from Kalmar to the island of Öland and the second loop is back on the mainland. There are no steep hills on the course – it's fast and flat – and my training on the flat roads around my home town really paid off: I finished stage two in just under five hours!

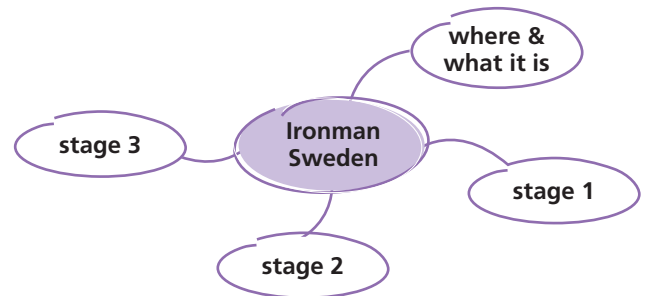
Stage three of the competition is a 42.2 km marathon, most of it through the town. By this time, as you can imagine, I was really feeling the effects of the swim and the bike ride and it took all my willpower just to keep going. Kalmar is a great location to race, though; the support from the crowd is amazing! Listening to the shouts of encouragement from the sidelines gave me the extra strength I needed to make it to the finish line. I was 36th overall, with a total time of nine and a half hours, but personally I'm thrilled with that result!

Ironman Sweden is one of the toughest endurance races around, with all three stages of the triathlon – swimming, cycling and running – on the same day. For me, it was a dream come true to take part, and I felt fantastic when I crossed that finishing line. It was also an honour for me to race alongside fellow Swedish athlete Patrik Nilsson and see him win the competition for Sweden in a record time of 8 hours and 8 minutes.

Are there any questions about my Ironman experience? ... Thanks for having me here today.



- b) Talk about Ironman Sweden: *Where and what is it? What does each stage involve?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

## Your turn

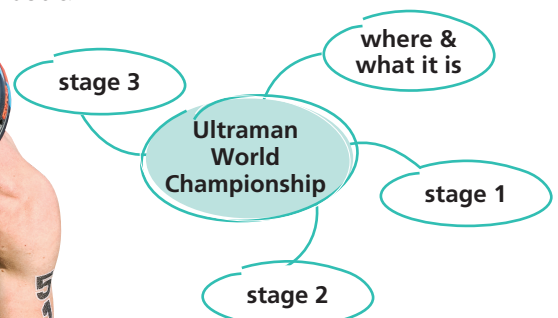
### Extreme Endurance

Imagine you have participated in the Ultraman World Championship and you have been invited to a school to share your experience. Give a presentation at the school assembly on International Sports Day.  
(Student's Book, Module 7a, pp. 102-103)

### Organising ideas

- 3** a) Read the text on pp. 102-103 of your Student's Book and watch the  Video Module 7 – Ultraman World Championship.

- b) Talk about the Ultraman World Championship: *Where and what is it? What does each stage involve?* 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 opening techniques (1-2).

- A**  Have you ever run until you thought you couldn't run any more, but kept going? ... Athletes call this 'breaking through the pain barrier' and I experienced this feeling last month during the final stage of the Ultraman World Championship.
- B**  From basketball to baking, from pottery to paintballing, most people have a hobby and they try to make time to do whatever it is they enjoy. It was my hobby – endurance exercise – that set me on the path that ultimately led me to the Ultraman World Championship.

- 1 addressing the audience      2 narrating a general story

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

- A**  I didn't win the race, but it's a huge achievement just to have finished it; not many people can say they've completed the Ultraman World Championship, and I'm proud to be one of them.
- B**  As Ultraman champion Mike Le Roux said when he was competing in the 2010 competition, "I wanted to ride like I hadn't swum and run like I hadn't ridden," and that's what I tried to do.

- 1 using a quotation      2 stimulating emotions

### Finding quotations

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

There is a saying that goes,  
"If it does not challenge you, then it does not change you."

As the Japanese writer Haruki Murakami said, "When you come out of the storm, you won't be the same person that walked in. That's what this storm is all about."

### 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:** Hello, everyone.

**Introducing yourself:** My name is ...

**Introducing the topic/Opening technique (asking a rhetorical question):** I expect most of you exercise on a regular basis, don't you? I do too, but my participation in endurance events like the Ultraman World Championship takes exercising to a whole new level.

#### Main body

**Where & what it is:** Ultraman is ... which takes place ... in ... There are ... and participants have to show ... in all of them. I'm a strong/good/experienced athlete, and I'd competed in triathlons before, but I knew that Ultraman was going to be much tougher/more difficult/challenging.

**Stage 1:** The first stage of the competition is ... We started at ... so the water ... I wore ... We had ... hours to ..., but I managed it in ..., so I was feeling confident/pleased as we ... and got ... for a ... There were ... on the route, but my training ... and I finished in ...

**Stage 2:** Stage two of Ultraman, the second day, is ... I rode well again, so I finished the day feeling optimistic/positive/good about stage three.

**Stage 3:** The final event is ... I had no ... but, when the gun fired that morning, I knew ... It was tough, but I just tried to ... – and I made it! I finished the competition in 32nd place but, when you consider that 40 athletes started and only 34 finished, just crossing the line is a pretty good result!

#### Conclusion

**Summarising points:** The Ultraman World Championship is one of the most challenging competitions around, but like all endurance races it isn't just about winning. It's about testing your limits and improving your performance, too.

**Closing technique (making a statement):** It's only when you take yourself to the limits of what you think you can do that you discover what you're really capable of.

**Inviting questions:** Does anyone have a question?

**Ending:** Thank you for inviting me here today.

## Model analysis

### Fitness for All

Imagine you are a health and fitness coach at a wellness centre trying to launch a new yoga class. Give a presentation to the members of the wellness centre about yoga and its benefits.

#### 1 a) Read Bella's presentation. Can you identify the type of presentation?

Hello, everyone! It's nice to see you all. As most of you know, my name is Bella and I'm a health and fitness coach here at the Serenity Wellness Centre. Today I'd like to tell you about a new class I'm hoping to launch next month. I'm sure you'd all be interested in something that improves your bodies, minds and spirits all at the same time, wouldn't you? That's why I want to introduce you to yoga.

Yoga is an ancient practice that began in India as far back as the 6th century BC. There are a lot of different styles of yoga, but traditionally it's a mental and spiritual practice as well as a physical one. In the late 19th and early 20th centuries, yoga gurus started bringing their knowledge to the Western world, but it wasn't until the 1980s that it really took off here.

In terms of clothes and equipment, you don't actually need much at all. Yoga mats are essential so that we can exercise safely without slipping on the hard floors, but I'll have plenty of those to go round. All you'll need is a bottle of water and some comfortable clothes. And I'd recommend you bring a small towel, too. You can roll it up and use it for extra support underneath your neck, for example.

Now, if you're imagining having to bend yourself into strange, impossible or painful shapes, please don't worry! In every hour-long class, we'll start by doing some breathing and gentle warm-up exercises before moving onto a series of simple stretches. We'll advance into slightly more challenging poses, called *asanas*, when you feel ready. Then, at the end of the class, we'll spend some time relaxing quietly before heading home calm and refreshed!

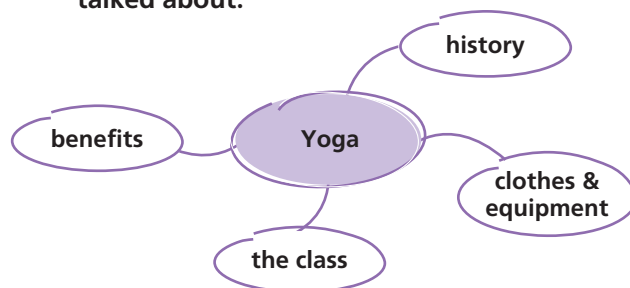
I cannot stress enough how beneficial yoga is for you, whatever your age or current fitness level. It improves your strength, balance and flexibility while helping problems such as back pain, muscle stiffness and depression. In fact, doing yoga every day helps to delay the ageing process in general.

So, to sum up, I hope to see you all there at our first yoga class to stretch, perform some *asanas* and relax. After all, there's nothing more important than spending time on your health and well-being.

Out of interest, how many of you would be able to attend a Saturday morning class? Raise your hands ... OK, great!

Have you got any questions for me? ... Thanks for listening and I'll see you soon.

b) Talk about yoga: *What is its history? What clothes and equipment do you need? What does the class involve? 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 Bella's presentation. Which opening/closing techniques does she use?

3 Which technique does Bella use to get feedback from the audience?

## Your turn

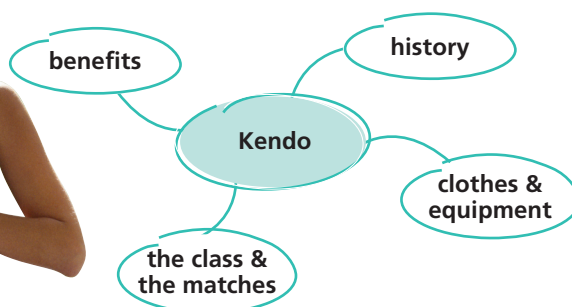
### Fitness for All

Imagine you are a martial arts instructor at a sports centre trying to launch a new kendo class. Give a presentation to the members of the sports club about kendo and its benefits. (*Student's Book, Module 7d, p. 108*)

#### Organising ideas

4 a) Listen to the documentary from Ex. 2 on p. 108 of your Student's Book.

b) Talk about Kendo: *What is its history? What clothes and equipment do you need? What do the class and the matches involve? 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**  Remember, this sport is not just for samurais; you KEN-DO it, too!
- B**  Long ago, in the 16th century, the young Japanese warrior Miyamoto Musashi fought his first duel at the age of thirteen. He went on to become one of the country's most famous swordsmen and even wrote *The Book of Five Rings* about his tactics and ideas. We still use some of his techniques in the martial art kendo, and today I'd like to introduce you this sport.
- C**  Even if you're a complete beginner now, in time you can become an expert. As the Japanese proverb goes, "Tomorrow's battle is won during today's practice."

- 1 using a quotation    2 using humour  
3 narrating a general story

- 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?

In groups of three or four, discuss which of the benefits of kendo is the most important for you.

### 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! How are you all?*

**Introducing yourself:** *My name's ... and I've just started working at ... as ...*

**Introducing the topic/Opening technique (using a visual & addressing the audience):** *Look at my outfit. What do you think? ... Impressive, right? If you sign up for my kendo class, you'll be wearing one of these, too. Let me tell you more about it.*

#### Main body

**History:** *Kendo, which means ... is a ... . It evolved from ... used by ... . Nobody is sure who ... or exactly when it began, but it probably started in ... when ... . After all, you can suffer serious injuries if you practise with real weapons!*

**Clothes & equipment:** *We use bamboo swords but even these can cause ... . That's why I'm wearing ... over ... as well as a ... .*

**The class & the matches:** *During the class, I'll teach you the movements, techniques and rules you need to know in order to take part in a kendo match. These matches take place in a ... and basically, you have to try to strike each other on the ... . These are the only scoring areas. You must also ... . The contest is won by ... .*

**Benefits:** *What makes kendo so great is that it combines ... with ... . So, while you're learning ..., kendo will also improve ... . It also uses many ideas from ..., such as ..., which will help you to ... . In addition, kendo is for everyone: My other students are of all ages and from all walks of life.*

#### Conclusion

**Summarising points:** *I'd love to see you all at my first class to learn the rules and moves of kendo.*

**Closing technique (narrating a personal story):** *There is nothing I find more rewarding than teaching 'the way of the sword' to new students. It's the reason I became an instructor in the first place.*

**Getting feedback (optional – open discussion):** *I'd like to hear what you think, too. Of all the things we discussed today, which makes you want to learn kendo the most and why? The history, the competition or the benefits?*

**Inviting questions:** *Any questions?*

**Ending:** *OK, well I hope to see you all soon. Thanks for your time, everyone.*

## Model analysis

### Disaster Strikes

Imagine you have been invited to share your experience of Hurricane Katrina on a TV talk show.

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

Good evening, ladies and gentlemen. My name's Timothy Waters. Thank you for having me on tonight's show. Today marks the 10th anniversary of one of America's worst natural disasters. Hurricane Katrina, and even now, a decade later, we still haven't really recovered, have we?



I was in New Orleans on a business trip when, on 23rd August 2005, I heard about a tropical storm in the Bahamas. I didn't take much notice of it at first, but as the storm travelled towards Florida, it strengthened into a hurricane. Many people left the city, while others prepared by boarding up their houses and buying supplies of food and water. I stayed in my hotel. It was hurricane-proof; I thought I would be safe.

On 29th August, the hurricane hit the city. I was in my bedroom on the third floor of the hotel and the noise of the wind outside was terrifying. Then, I noticed that the walls of the building were heaving and I heard the sound of breaking glass as the window in the bathroom smashed. I grabbed the mattress off the bed and held it against the bedroom window. I stayed there all night.

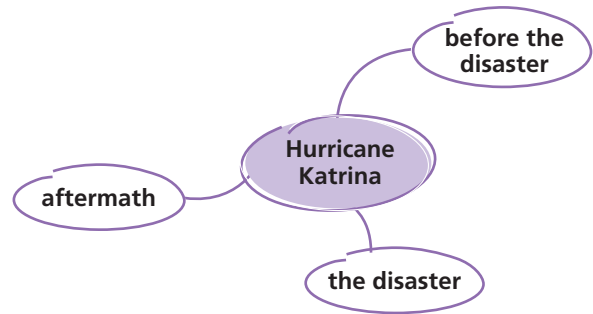
The next morning, I took down the mattress and looked out of my window. Only then did I realise how fortunate I was. My hotel was the only building in the street that was left standing, even though the ground floor was completely under water. People's possessions, parts of houses and even cars were floating down the street. I spent two days watching from my window, waiting for the brave firefighters who eventually rescued me. I was hot, hungry and thirsty, but I knew that I was lucky to be alive.

My experience of Hurricane Katrina and the floods that followed was the most frightening and difficult time of my life, but I survived while 1,800 other people lost their lives. I'm only here today because of the courage of the New Orleans firefighters who ventured out again and again to rescue the survivors.

While it's always upsetting to recall the tragic events of August 2005, it is important to remember the terrible losses we suffered as well the bravery they inspired.

Would anyone in the audience like to ask me a question? ... Thank you for listening, everyone.

- b) Talk about Timothy's experience of Hurricane Katrina: *What happened before the disaster? During the disaster? In the aftermath?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

## Your turn

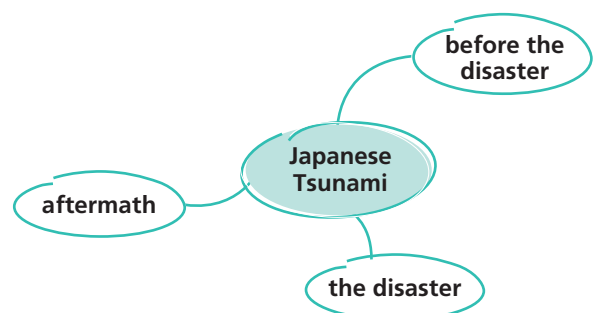
### Disaster Strikes

Imagine you have been invited to share your experience of the tsunami in Japan on a TV talk show. (Student's Book, Module 8a, pp. 118-119)

#### Organising ideas

- 3** a) Read the text on pp. 118-119 of your Student's Book and watch the  Video Module 8 – Surviving the Tsunami.

- b) Talk about your experience of the Japanese tsunami: *What happened before the disaster? During the disaster? In the aftermath?* 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 opening techniques (1-2).

- A**  Imagine looking from your rooftop towards the ocean and seeing a 15-metre-high wave heading straight for you, your home and your helpless family. This is what happened to me on the day a massive tsunami struck my town.
- B**  Please watch this video footage filmed by a local resident of my town. I think it will help you to understand the sheer force of what I'm about to describe: the worst natural disaster in Japan in living memory.

- 1** setting the scene and stimulating emotions    **2** using visuals

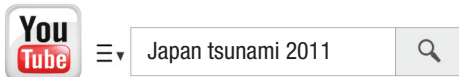
- b) Read the extracts (A-B) from the conclusions of presentations. Match them to the closing techniques (1-2).

- A**  What if you had lived through this experience? It would certainly change your life just as it has changed the lives of everyone here in Tohoku.
- B**  The only other comfort I have is that, perhaps, we have learned from this tragedy. As the Czech TV presenter Petra Nemcova said, "We cannot stop natural disasters, but we can arm ourselves with knowledge."

- 1** using a quotation    **2** asking a 'what if' question

### Tip!

You can search for extra information on the Internet. Note that the Internet has a lot of information, but not all of it is reliable. Use sites that you can trust and double-check information on a number of different ones.



### 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:** Good evening, viewers.

**Introducing yourself:** My name is ... and I'm here to share my experience of the 2011 tsunami with you.

**Introducing the topic/Opening technique (narrating a general story):** It began on the day that Japan suffered the biggest earthquake in its history. Soon after, a giant tsunami struck the northern coastline of Tohoku where I lived with my parents and younger brother. This is our story.

#### Main body

**Before the disaster:** It was ...; a cold and dark afternoon where nothing seemed out of the ordinary. I was ... with ... . We were ... when, at about ..., there was a ... . Though the floor and walls were shaking violently, we managed to ... . From there we heard the tsunami warnings and it wasn't long before we saw ... .

**The disaster:** Within moments, a wall of water ... . People, vehicles and trees ... . Even ... were swept along in the raging torrent below us. Unable to help, I watched as ... . It took only ... for ... and I had no idea whether the waters ... . With our arms wrapped tightly around each other, ... .

**Aftermath:** We spent two nights ... . On Sunday morning, the water started to ... . We were all extremely hungry, so we decided to ... in the hope of ... . We couldn't believe the sight that met our eyes: ... . Our town was ... but, after the first shock, we realised that we, the survivors, were the lucky ones.

#### Conclusion

**Summarising points:** My family and I experienced first-hand the terrible devastation of the Japanese tsunami, but we survived when 24,000 others sadly didn't.

**Closing technique (making a statement):** It just goes to show, ladies and gentlemen, that the most powerful force on this planet isn't us at all, but nature itself.

**Inviting questions:** Does anybody have any questions they'd like to ask me?

**Ending:** Thank you all.

**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.

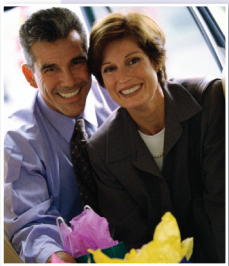
Just like any other presentation, a ceremonial speech should be well-organised with a clear **introduction, main body** and **conclusion**. You need to keep in mind though that, since their goal is to celebrate an event, a person or an idea, the language should be expressive and emotional rather than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

## Model analysis

### An Anniversary Speech

Imagine your parents have been married for 25 years and are celebrating their wedding anniversary. Give an anniversary speech to your parents at the party.

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



Hello and thank you all for coming here today. It is an honour to be speaking at my wonderful parents' wedding anniversary celebration. Twenty-five years ago, a man named Ron and a woman named Megan agreed to spend the rest of their lives together. They had a beautiful wedding with almost one hundred guests.

A lot has happened in the 25 years since that day, and they have been through both good times and bad. The worst time my father tells me, happened just a few weeks after the wedding. They went to buy their first car together, but couldn't agree on the colour. My father wanted green, but my mother wanted blue. In the end, they bought a red car which neither of them liked! The car has long gone but the story remains as funny as the first time I heard it.

Now, they've got my brother and me. We've taken up most of their attention over the years but, as we are getting older, I'm sure they'll be able to devote more time to themselves. I know there is so much they both want to do, places they haven't been to and things they haven't seen yet.

I hope that in the coming years they get every opportunity to do all of the things they want to do. I'm sure everyone here will join me in wishing them both many more years filled with happiness and joy as they grow old together.

Mum, Dad, when I look at you both now, I see that you are as happy as ever. You are not just my parents, you are a wonderful couple and you set a great example for everything I want to be in the future. Congratulations on twenty-five happy years of marriage and all the best for many more to come. Now everyone, please raise your glasses to my wonderful parents, Ron and Megan.



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

### Your turn

- 3 a) Talk about a couple: Narrate an anecdote from their past. What is their present situation? What are your wishes for their future?
- b) Practise and give the anniversary 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 evening everyone. I'd like to thank you all for being here today to celebrate with me the 25th wedding anniversary of my parents, ... and ...

**Introducing the topic/Opening technique (asking a rhetorical question):** 25 years is a long time, isn't it?

### Main body

**Anecdote from the past:** Just yesterday, I asked them to recall/tell me about their happiest moment together ... . They both agreed that it was ... . / They told me about/said ... . They both spoke ... .

**Present situation:** They've ... . / These days ... . / Now, ... . I'm old enough now to see ... . In fact, they both say that the best thing about being married is ... .

**Wishes for the future:** They've spent 25 years together so far and I know that they are both looking forward ... . With Dad's ... and Mum's ..., it's sure to be ... . I know that everyone here will agree when I say that ... .

### Conclusion

**Summarising points:** Mum and Dad, your time together so far has been truly blessed and it's clear to us all that you were meant to be together.

**Closing technique (using a quotation):** As the saying goes, "Weddings are celebrated by lovers and anniversaries by soulmates", and I honestly believe that is what you are: each other's soulmate.

**Ending:** Your relationship is an inspiration to us all. So ladies and gentlemen, join me in raising a glass to a wonderful couple, my parents, ... .



## Model analysis

## Opening a New Building

Imagine you are a student at a secondary school and you have been asked to give a speech at the opening ceremony of the new school library.

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



Good morning and welcome. I'm Andrea Jones, a Year 13 student here at Underdale Secondary School. Today is a significant day in the life of our school; the opening of our new centre of learning, the Underdale Library.

For almost four centuries, there has been a school on this site and, although many things have changed over the years, the school's commitment to its motto – *Strive for perfection* – is the same as ever. Underdale has got a great reputation as one of the best schools in the area, thanks to its hard-working staff and innovative teaching methods.

This year, our Year 11 students have achieved the highest national exam grades in the county. Not only that, but a group of Year 12 students raised over £6,000 for charity when they climbed Mount Kilimanjaro last autumn! In addition, the school's Taekwondo team has made it to the finals of the International Championships. So Underdale is achieving great things on all fronts. The only thing our school was missing was a library, and thanks to the generosity of the whole community including Underdale teachers, students and parents, we now have one equipped with all the latest technology.

As well as an updated collection of books, the new library has got desks for students to study or read at, and comfortable rest areas where groups can meet to plan presentations and projects. There are a large number of computers where we can access information on the Internet, create presentations and even edit photos and videos. All of these will make the Underdale Library a centre for interactive learning where we can all thrive.

On behalf of all the students at Underdale Secondary School, I would like to thank you all for giving us this wonderful new building: a library that reflects our school's place in a modern, digital world and provides the best resources for both current and future students.

Now please join me in welcoming the Mayor of Underdale, Ian Radford, who is here to open the new Underdale Library. Thank you.



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

## Your turn

- 3 a) Talk about a school: Give some background information about it. What are some achievements of the students? Describe the new building. Thank the people responsible.

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

## Plan &amp; Useful Language

## Introduction

**Greeting:** Good morning/afternoon and welcome.

**Introducing yourself:** I'm ..., a Year ... student here at ...

**Introducing the topic/Opening technique (addressing the audience):** Do you realise how much of your knowledge comes from books? ... Books, and libraries, are central to education. Today we're here to mark a great day for our education and our school; the opening of the ...

## Main body

**About the school:** For ... years, ... has been one of the top schools in the country for ... . Our good reputation is due to ... and ... .

**Achievements:** Last year, ... . This year, ... raised over ... for charity. And as if that wasn't enough, the school's ... won ... in ... . We are making great achievements in all areas. The only thing our school was missing was a library, and thanks to ..., we now have ... .

**The new building:** The school's existing collection of books has been ..., but the new library isn't just about books. It has got ... and ... where students can ... . All of this will make the ... a great resource/place to study.

**Thanking:** So on behalf of everyone at ..., I'd like to thank ... for this building.

## Conclusion

**Summarising points:** Resources like this are an essential part of a good education, and that doesn't just affect our school days, but our future as well.

**Closing technique (using a quotation):** As Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world."

**Welcoming:** Now I'd like you all to welcome ... who is here to open our new ... .

**Ending:** Thank you.

## Model analysis

### An Acceptance Speech

Imagine you have won the student election at your school and you are now the class president. Give an acceptance speech at a school assembly.

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

Fellow classmates, I am very honoured that you have elected me as your next class president. I truly appreciate this opportunity, and I hope I can live up to your expectations and fulfil the promises I have made to you all.

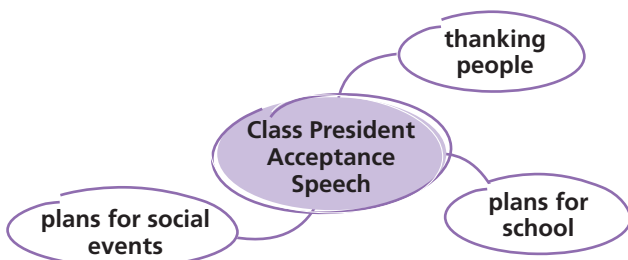


First of all, I would like to thank the other candidates who ran for class president alongside me. I also want to thank the teachers who work so hard to make our school not only a place of education, but fun as well! Finally, I'd like to thank all of you for your trust in my ability to make this a wonderful and productive school year.

As your class president, I have a lot of work to do. Firstly, I promise to improve our educational experience. I am prepared to listen to all of your ideas about anything, from homework to classroom resources, and meet with the teachers to talk about them. Furthermore, I plan to improve and update resources in the library with newer books by holding fundraisers. With your help, I think we can make learning at this school even better!

Secondly, I'd like to improve our social experiences at this school. For example, there will be more activities, clubs and sports events this year. In this way, every student in our class can find something that they enjoy participating in. In addition, I hope to improve our end-of-year class trip. Instead of a three-day trip, I plan to work with the school to make it a four-day trip! Won't that be great?

If I can succeed in achieving these goals, I believe that this could be the best school year of our lives. Of course, I can't possibly do it on my own so I'm counting on your support. After all, together we can do anything, can't we? Thank you all again.



- 2 Read the underlined parts of Jeremy's speech. Which opening and closing techniques does he use?

### Your turn

- 3 a) Talk about your new post as class president: *Thank the people involved. Describe your plans for the school. Describe your plans for social events.*

- b) Practise and give the acceptance 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:** *My friends and fellow students, I am so proud that you have elected me to be your class president.*

**Introducing the topic/Opening technique (narrating a personal story):** *Ever since I was a young child, I always knew that I was good at bringing people together and working towards goals as a team. Well, today you have given me a chance to do just that!*

### Main body

**Thanking people:** *Before I ... , I want to thank ... . I appreciate your ... and, if you don't mind, I plan to ... . Additionally, I would like to thank the ... at our school. They are ... and I think we should all ... . Also, I wish to thank all of you for ... . I hope that I won't ...!*

**Plans for school:** *My first step in making this year great will be to improve ... . One way I hope to do this is by ... . For one, ... , so my goal is to convince the school to ... . In addition, we need more ... , so we can ... . With these changes, we can all have ... .*

**Plans for social events:** *I'd also like to improve this year's ... by holding more ... so that every student in our class can ... . Finally, I will organise a ... this year. ... can talk/learn about ... . Wouldn't that be ...?*

### Conclusion

**Summarising points:** *To sum up/Overall, I think we're off to a great start to the school year and by using your suggestions and ideas, it will only continue to get better!*

**Closing technique (using a quotation):** *In the words of the American president John Quincy Adams, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." I hope that I can be a good leader to this class.*

**Ending:** *Thank you.*

**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) and match them to the occasions (A-H).

1 Daniel, when you opened this company fifteen years ago, it was just you and an old desktop computer in a stuffy little office on Broad Street. Now, thanks to your hard work and determination, the company has got seven offices across the UK with over 100 employees and is expanding overseas. So everyone, please join me in a toast to Daniel – here's to even greater success in the future as you open your first office in the USA and officially become CEO of an international company. To Daniel!

2 Faye, thank you for inviting us here today. What a beautiful apartment and what an amazing view! I remember when we were kids you told me you wanted a house with a view of the Eiffel Tower, and here it is, right in front of us! I'm so pleased that you finally have your dream home and I'm sure everyone will join me in wishing you every happiness here. To Faye!

3 Mike, for nearly 30 years you've been a manager at this company and you've seen the business go from strength to strength as a result of your hard work. But now the time has come to put your feet up and spend more time on your hobbies and with your four lovely grandchildren. So can I ask you all to raise a glass to Mike as he leaves the office behind and begins his retirement. To Mike!

4 Julia and Sam, I'm honoured to be here as you close an old chapter in your lives together and prepare to open a new one in Australia. What an adventure it will be! New jobs for both of you, a new home and a new culture to adapt to. We'll miss you both more than we can say, but we're all so excited to see what your new life brings. So let's wish both of them the best of luck in their new life abroad. To Julia and Sam!

5 Rachel, it's great to be here to celebrate with you today. I remember the day you were born – was it really 18 years ago? You've grown and changed so much over the years, from an intelligent and fun-loving child into a mature and sensible young woman. I'm so proud of the person you've become and look forward to seeing what the future has in store for you. Everyone, please join me in wishing Rachel a happy birthday. To Rachel!

6 I'm so happy that we can all be together tonight as we say goodbye to the old year and welcome in the new. What a year it's been for our family! We've said some goodbyes, we've welcomed a few new faces, and I know we all have lots of wonderful memories of the happy times we spent together. Here's wishing us many more happy times in the coming year. Happy New Year, everyone!

7 Jake, I'm so proud of you. This year, you've finally achieved your lifelong ambition and climbed to the top of Mount Kilimanjaro, one of the most challenging mountains on Earth. I know the climb really tested your strength, but even when things got tough you kept on going. Your 'never give up' attitude is an inspiration to us all. So, everyone, please join me in congratulating Jake on his amazing achievement. Well done, Jake!

8 Peter and Lucy, you are a wonderful couple and it's an honour to be here to celebrate your marriage today. The composer Franz Schubert said, "Happy is the man who finds a true friend, and far happier is he who finds that true friend in his wife." That is what makes you such a great couple; you are not just partners or soulmates, but true friends. I know that your life together will be happy and blessed. So let's raise our glasses to the bride and groom. Congratulations, Peter and Lucy!

**A**  New Year

**C**  business success

**E**  wedding

**G**  new house

**B**  retirement

**D**  personal achievement

**F**  a new step in life

**H**  birthday

# Answering Questions

## 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 Ironman Sweden on p. 26. Look at the possible questions Crispin thought of while preparing for his presentation.

- A How many people took part in Ironman Sweden this year?
- B What was your favourite stage of the competition?
- C Do you have to follow a special diet?

b) Now look at the model presentation about the Firefly Squid on p. 10. Imagine you are Meiko. Brainstorm for one or two possible questions your audience might ask.

c) Look at the model presentation about the Tar Barrel Fire Festival on p. 16. Imagine you are Robin. 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. *We all know that the Amazon Rainforest is the largest tropical rainforest in the world, but does anyone know where the second-largest rainforest is? ... Yes, it's in Africa, and it's called the Congo Rainforest. Let me tell you more, 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 my presentation about the Congo rainforest, make a note of it and you can ask me at the end.*

**2** Read the model presentation about the job of a computer forensics investigator on p. 20. 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 life in the Superdome after Hurricane Katrina?*

**3** Look at the presentation about using technology in healthcare on p. 24. 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 practise yoga?*

**Answer:** *The more often the better! Once a day is ideal, but even if you only do yoga once a week, you will still feel the benefits.*

**Question 2:** *Does Bina48 feel lonely?*

**Answer:** *Sometimes she tells us, "I'm feeling lonely today," but she can't really experience emotions like humans can.*

**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 are the main foods of the Tuareg tribe?

**Answer:** OK, the lady at the back is asking what the main foods of the Tuareg tribe are. Well, they eat dairy products, fruit and vegetables, but they don't eat a lot of meat because it is hard to find.

**Question 2:** How much did the damage caused by Hurricane Katrina cost?

**Answer:** This gentleman over here wants to know how much the damage caused by Hurricane Katrina cost. The US National Hurricane Center puts the official figure at \$108 billion.

**Question 3:** Can you describe your training programme?

**Answer:** So you want me to describe my training programme. Well, I cycle or swim for an hour or two each day, except on Sundays when I train for 4 hours!

**5** Read the tip above. Imagine someone has asked the following questions after the presentation about the job of a computer forensics investigator on p. 20. Repeat them for the rest of the audience to hear.

- A How many people work on your team?
- B Is your job well-paid?

## 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:** How does 'telemedicine' work?

**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 Bina48 on p. 22 and a member of the audience asks:  
*How is Bina48 like the iCub robot?*  
How would you avoid answering this question?

b) Imagine you have just finished presenting the Tuareg tribe on p. 8 and a member of the audience asks:  
*What are the similarities and differences between the Tuareg and Hadza tribe?*  
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:** How much will the yoga classes cost?

**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 class, you can read further information online. Just enter the keywords "Serenity Wellness Centre, yoga" into a search engine.

**7** Read the tip above. Imagine you have just finished presenting the Congo Rainforest on p. 12. Someone asks you the following question and you don't know the answer:  
*How many elephants are left in the Congo Rainforest?* 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

Intermediate | B1+/B2

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