

On Screen

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Upper-Intermediate | B2+



Public Speaking **Skills**

Student's Book



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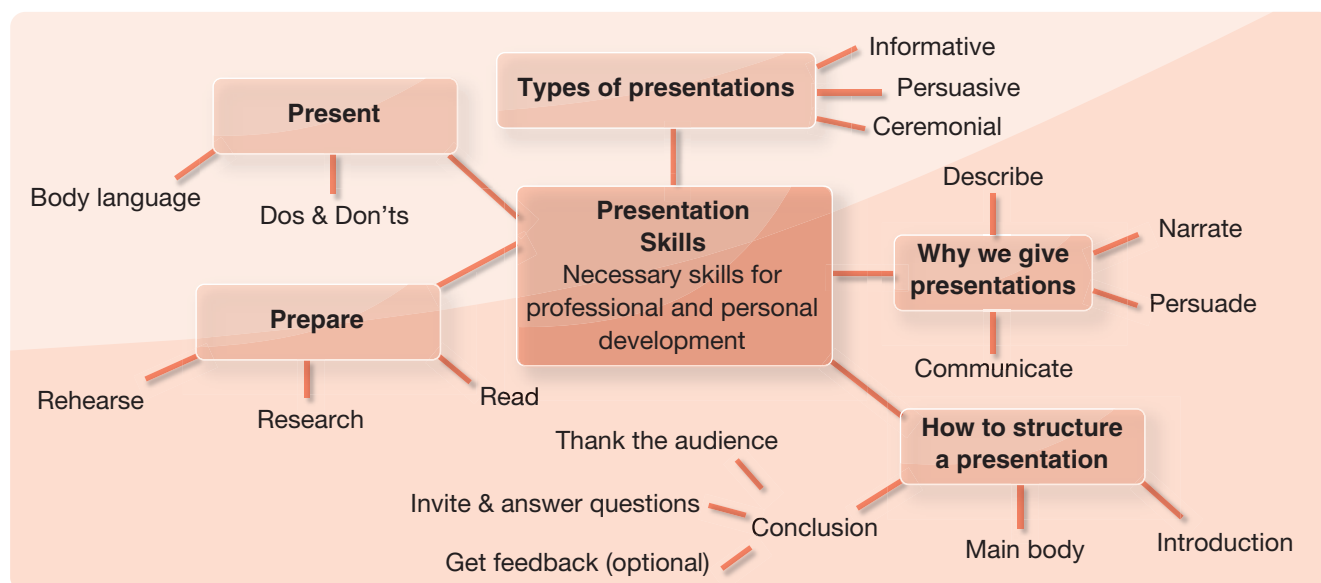
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Contents

Introduction	p. 4
Presentation Skills 1a – Deadly Predators	p. 8
Presentation Skills 1c – Risky Business	p. 10
Presentation Skills 2a – An Ancient Ritual	p. 12
Presentation Skills 2d – In the Market	p. 14
Presentation Skills 3a – Endangered Places	p. 16
Presentation Skills 3d – Helping Hands	p. 18
Presentation Skills 4a – A Healthy Mind	p. 20
Presentation Skills 4e – Teen Problems	p. 22
Presentation Skills 5a – Unique Filmmakers	p. 24
Presentation Skills 6a – Poisonous Foods	p. 26
Presentation Skills 7a – Mysterious Places	p. 28
Presentation Skills 8a – Graduation Day	p. 30
Ceremonial Speeches	p. 32
Toasts	p. 35
Answering Questions	p. 36

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. a natural disaster).
- C persuade** by presenting arguments for & against an issue, expressing our opinion on an issue, stating a problem & suggesting solutions, political discussions, campaigns etc.
- D communicate** in panels, debates, conferences etc.

How to structure a presentation

A presentation consists of a(n):

- **Introduction**, in which we greet the audience and present ourselves and the topic.
- **Main body**, in which we present the main points.
- **Conclusion**, in which we **summarise** the main points, **invite and answer questions** from the audience (see p. 36) and **thank** the audience for listening to us. We can sometimes **get feedback** from the audience.

Opening/Closing techniques

To **start** a presentation we can:

- 1 **address the audience** by asking a question e.g. *When I say dangerous jobs, what comes to mind?*
- 2 **use a quotation** e.g. *The American film director Francis Ford Coppola once said, "The very earliest people who made film were magicians."*
- 3 **ask a rhetorical question** e.g. *I'm sure everyone has experienced at least one unforgettable day in their lives, haven't they?*
- 4 **make a statement** e.g. *Baked, mashed, crisps or chips: the potato is a popular food and the most commonly-used vegetable in the Western world.*
- 5 **narrate a personal or general story** e.g. *I remember first thinking about graduation and how far away it seemed. Now all too quickly, here I am congratulating all of us on our graduation day.*
- 6 **set the scene and stimulate emotions** e.g. *Imagine this: You have just received your exam schedule and everyday you have at least one exam over a two week period. You can feel a headache coming on and your head feels like it will explode.*
- 7 **use visuals (photos, charts, films, pictures etc)** e.g. *Look at this picture. Do you know who this is?*
- 8 **use music (a song, soundtrack etc)** e.g. *Let's start the tour by listening to some music. Can anybody tell me which famous film it's from?*
- 9 **use humour (a joke, a riddle etc)** e.g. *It's a maze of stalls and alleys; it's crowded and noisy too. There's so much to buy and browse, and to see and do! What is this place? ... Yes, it's a street market.*
- 10 **use a rhyme or a short poem** e.g.
*Some foods that we eat everyday,
 Can affect us in a peculiar way.
 Almond, apples and mushrooms, too.
 They all contain poison that's bad for you!*

To **end** a presentation we can:

- 1 **address the audience** by asking a question
e.g. Don't you think our way of life is fascinating?
- 2 **use a quotation** *e.g. As the famous children's author Dr Suess said, "Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind."*
- 3 **ask a rhetorical question** *e.g. Traditions like this that define a country's culture, don't they?*
- 4 **make a statement** *e.g. If you get the chance to visit this market, you really should go.*
- 5 **narrate a personal or general story** *e.g. When I was on holiday in Sri Lanka last year, I was lucky enough to witness Esala Perahera for myself.*
- 6 **stimulate emotions** *e.g. Their legacy lives on and inspires future astronauts to follow their dreams and reach for the stars.*
- 7 **use humour (a joke, a riddle etc)** *e.g. Seeing a great white in its natural environment is an amazing experience, but you should never venture into the water without the proper equipment and guidance. After all, people say the only thing you should get from a shark is ... as far away as possible.*
- 8 **use a 'what if' question** *e.g. What if, in the end, GM foods cause more harm than good?*
- 9 **use a rhyme or a short poem** *e.g.*
Although the shark can give you a fright,
It's very unlikely to give you a bite.
Sharks prefer to eat seals and fish,
Humans are not their favourite dish!

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. Discuss what you think is the best thing about the EU and why.*
- 5 **Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation. *e.g. Mars is the second planet from the Sun.* If the answer is YES/TRUE, the participants stand up and if the answer is NO/FALSE, they remain seated.

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

Recycle
Reuse
S...
P...
R...

Prepare

Steps to follow

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

Present

- 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 techniques
- used appropriate visuals
- 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.

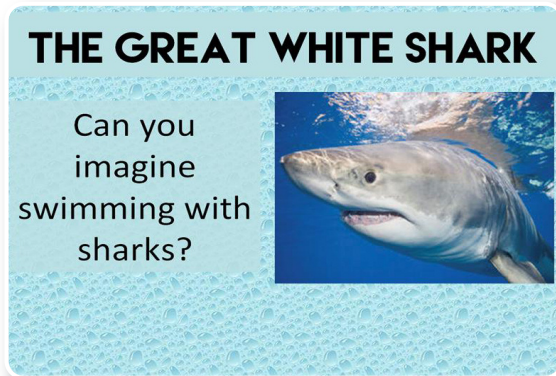


Using Presentation Software

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.



2 Use a title

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



3 Use visuals

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



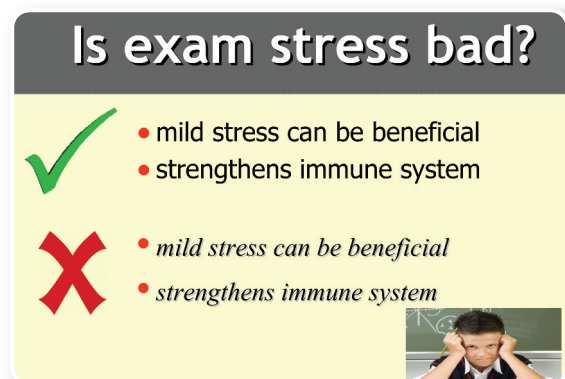
4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your slides easier to read.



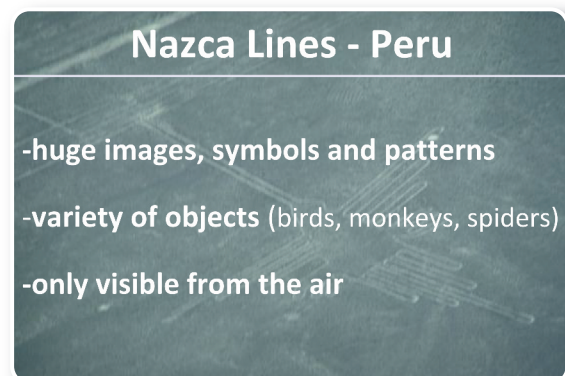
5 Use clear and easy-to-read fonts

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



6 Use notes rather than long sentences

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



Model analysis

Deadly Predators

Imagine you are a guide at a zoo. Give a presentation about African lions to a group of students on a school trip.

- 1** a) Read Rob's presentation about African lions. Can you identify the type of the presentation? (See *Types of presentations*, p. 4)

Hi, everyone! Welcome to London Zoo. My name is Rob Jones and I'm your guide. Today, we're learning about some of the world's deadliest animals. So, if you follow me to the first stop on today's tour, I'd like you to meet Sandy and her son, Sunny. Look, there they are! Aren't they beautiful? They're African lions.



African lions are the second largest living cat after the tiger. Male adults can weigh up to 250kg and grow to over 1 metre in height. In the zoo, a lion will live to about 20 years but in the wild that age is considerably less: on average, between 10 and 14 years.

A lion's prey is varied but it's always meat! For example, lions eat anything from pigs, zebras and giraffes to buffalo, elephants and hippos. In fact, they even eat crocodiles! Half of this food is already dead when the lions find it and the other half they hunt themselves.

Interestingly, it is the female lions that do all the hunting. They do it at night, because during the day they mostly just sleep in the shade! As they are social and intelligent animals, they usually hunt in groups. They know that they have a better chance of a kill if they work together. First, they'll slowly and quietly stalk their prey from different directions. Then, they'll suddenly chase it until one of them catches it and bites down on its neck. They don't always manage to catch their prey but when they do, it is very unlikely that it will survive the attack.

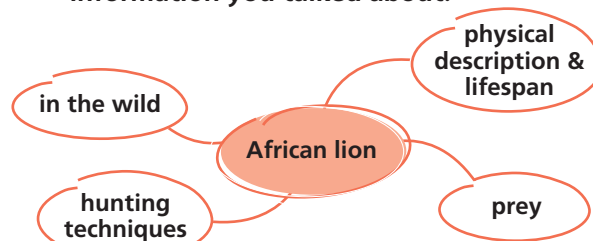
Apart from admiring these beautiful cats in zoos, you can also see them in the wild as part of an incredible African safari experience.

So, to sum up, African lions are a fascinating species that I am proud to work alongside. I remember the day Sandy was born. We share a strong bond but I never forget that Sandy is a dangerous creature, too.

Let's play a game now, alright? If you think the answer is YES, put your hand up. Does the African lion sleep at night? ... No, it hunts at night. Is the African lion the largest living cat? ... No, the tiger is!

Does anybody have any more questions? ... Thanks for listening everyone. Now, on to the crocodiles!

- b) Talk about African lions: *What do they look like? What is their average lifespan? What do they eat? What are their hunting techniques? Where can one see them in the wild? Then, copy the spidergram into your notebook and complete it with the information you talked about.*




- 2** Read the underlined parts in Rob's presentation. Which opening/closing techniques does he use? (See *Opening/Closing techniques* on pp. 142-143)
- 3** Which technique does Rob use to get feedback from the audience? (See *Ways to get feedback* on p. 143)

Your turn

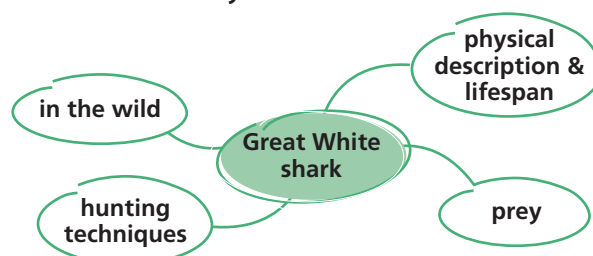
Deadly Predators

Imagine you are a marine biologist at a sea life centre. Give a presentation about the great white shark to a group of students on a school trip. (Module 1a, pp. 6-7)

Organising ideas

- 4** a) Read the text about the great white sharks on p. 6 in the Student's Book and watch the  Module 1 – Swimming with the Sharks.

- b) Talk about great white sharks: *What do they look like? What is their average lifespan? What do they eat? What are their hunting techniques? Where can one see them in the wild? Then, copy the spidergram into your notebook and complete it with the information you talked about.*



Tip!

You can play a piece of music at the beginning of your presentation. This helps introduce the topic. You can search for music on sites such as YouTube® on the Internet.

**Opening/Closing techniques**

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

- A** ☐ In the words of the marine biologist Eugenie Clark, "Sharks are among the most perfectly constructed creatures in nature" and from what you've heard today, I'm sure you will all agree.
- B** ☐ Can I start by asking what you would do if, while you were swimming in the ocean, you saw a fin coming towards you?
- C** ☐ The ocean is vast and full of life, but with creatures like the great white it can be a dangerous place too, right?

- 1 asking a rhetorical question
- 2 using a quotation & making a statement
- 3 addressing the audience

- 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, I'd like you to get into groups of four and talk about what impresses you the most about the great white shark and why.

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7** Find appropriate visuals for your presentation.

**Preparing & Presenting**

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

Plan & Useful Language**Introduction**

Greeting: Hello, students! Welcome to ...

Introducing yourself: My name is ... and I'm a In my work, I specialise in marine predators and today, I'm going to tell you about the most impressive one.

Introducing the topic/Opening technique (using music & stimulating emotions): Let's start the tour by listening to some music Can anybody tell me which famous film it's from? ... That's right, 'Jaws'! And, how do you feel when you hear it? ... Terrified? Well, perhaps that's because the film features the ocean's most feared creature: the great white shark!

Main body

Physical description and lifespan: Great whites grow up to ... in length and ... in weight so They live for And, given that they've been around since ... , they've had plenty of time to develop their hunting skills.

Prey: When they are young, great whites eat But when they grow older, they feed on ... with plenty of ... such as And contrary to what 'Jaws' may have you believe, sharks do not prefer to Amazingly, though, they are able to track down ... with their They use ... to ... and they can

Hunting techniques: Sharks usually hunt their prey by Then, the shark swims directly upwards ... so as to With its prey trapped in its powerful jaws, the shark might even ... before eating

In the wild: If you still want to see one of these creatures up close, you can Trust me, it's an unforgettable experience.

Conclusion

Summarising points: So, all in all, the great white is one of the world's most amazing predators with great hunting skills.

Closing technique (addressing the audience): Their unique biology and behaviours are worth learning more about but the question is: can you see past those deadly teeth?

Getting feedback (optional – pop quiz style questions in teams): Now, before we move on, let's split up into two teams. It's time for a quiz! Team A: How long do sharks live? ...

Inviting questions: Have you got any questions for me?

Ending: Well, thank you all for your attention.

Model analysis

Risky Business

Imagine you are a snake catcher working with the local government. Present your job at a school's careers day.

- 1** a) Read Matthew's presentation about his job. Can you identify the purpose of the presentation? (See *Why we give presentations*, p. 4)

Good morning all! I'm Matthew Martin. Imagine this: You're enjoying a warm day in your garden when suddenly, right there in front of you, you see a snake! You gasp with fear and take a



giant step backwards. This scenario is all too common especially if you live in the countryside. Every day, people encounter uninvited snake visitors and when this happens, a snake catcher like me comes to the rescue.

My job involves removing unwelcome snakes from people's houses or public areas and then releasing them back into their natural habitat. Of course, my job doesn't stop there! My colleagues and I run courses to educate the public on all aspects of snake handling. One question people always ask me is how I actually catch a snake. Well, it depends on where the snake is. There are times when I need to crawl under houses or disassemble pipes to get to a snake. Once I'm near it, I use a range of tools such as hooks, tongs and snake nets to pick them up and store them until I can release them into the wild.

Venomous snakes are extremely dangerous for both people and local animals; the non-venomous ones may be generally harmless but can still cause problems. On the other hand, snakes help maintain the balance of the ecosystems they live in. Therefore, protecting people, animals and the snakes themselves is what makes my job so important.

Needless to say, the job of a snake catcher has its risks. Snake bites, for example, are not uncommon especially from the more aggressive snakes. Sometimes, a trip to the hospital is required to treat venomous snake bites. There have also been times when a snake wraps itself tightly around my arm and it becomes a little tricky getting it off. But nothing too severe has come about from my job, yet.

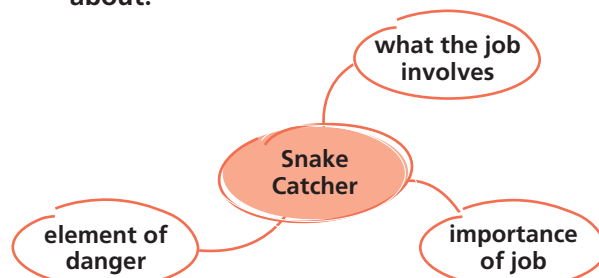
All in all, being a snake catcher, though dangerous, helps me to protect both the public, the local animals and the snakes themselves. I wake up every morning not knowing what the day has in store for me, and I think that's the best way to start every working day, don't you?

Now, I'd like to hear your opinion. What do you think is the most interesting thing about being a snake catcher? ... Why? ...

Would you like to ask me any questions about my job? ...

Thank you all!

- b) Talk about the job of a snake catcher: *What does it involve? Why is it important? Why is it dangerous?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

Your turn

Risky Business

Imagine you are a marine biologist participating in a shark tagging programme at the National Institute of Water and Atmospheric Research (NIWA) in New Zealand.

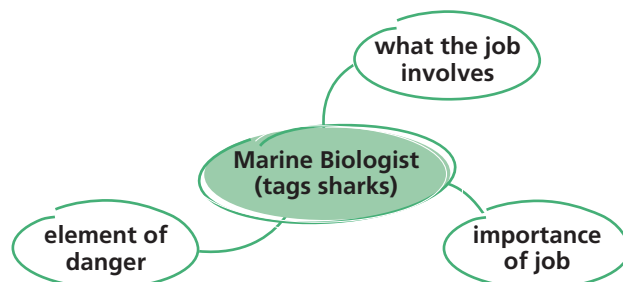
Present your job at a school's careers day.

(Student's Book, Module 1c, Ex. 11, p. 11)

Organising ideas

- 4** a) Watch the  **Module 1 – Playing Shark Tag.**

- b) Talk about the job of a marine biologist specialised in sharks: *What does it involve? Why is it important? Why is it dangerous?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

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

- A** ☐ Are you a person that likes thrills and life out at sea? Well, if you said yes, then stick around because my job might just be the one for you!
- B** ☐ It might not be everyone's ideal job, but it's the perfect one for me. As Confucius said, "Choose a job you love, and you will never have to work a day in your life."
- C** ☐ So, if you love working outdoors and you like studying sharks, then this might be a possible career path. Think about it: what if this is your dream job?
- D** ☐ Have a look at these pictures. Could you see yourself working next to these animals? Yes? Maybe? Well that's what I do on a daily basis, but there's more to my job than meets the eye.

- 1 making a statement & using a quotation
- 2 using visuals & addressing the audience
- 3 addressing the audience & making a statement
- 4 making a statement & asking a 'what if' question

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

Getting feedback

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

How many of you find the work of a marine biologist as interesting and exciting as I do? ... Great! That's everyone!

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Greeting: Hi everyone!/Good afternoon.

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

Introducing the topic/Opening technique (using a riddle): Can you guess which animal I work alongside? It's one of the deadliest animals in the world. It's a ferocious predator. It shows no mercy when it bites. It travels far and deep in our seas and oceans. ... That's right; I work with sharks.

Main body

What the job involves: As a marine biologist who specialises in sharks, I study these fascinating animals by ... To do this, I use ... to ... If bait is not available, I have to ... But tagging them is only one part of the job. Currently, as part of an experiment, I'm putting a series of ... with ... They can pick up on ... When tagged sharks swim ...

Importance of job: Why do we need to tag and monitor sharks? Well, there are many reasons we do this. For one, we can ... And from this, we can answer important questions about ... I guess you can say the tags give us a ... They also give us an indication of whether ..., which is vital as they ...

Element of danger: As for danger, well, there is no denying that my job has its risks simply because sharks are ... To give you an example, one of the sharks we've tagged, whose name is Eyebrow, actually destroyed ...! Just imagine getting up close and personal with this shark!

Conclusion

Summarising points: Overall, tagging sharks is without a doubt a challenging job which helps us both understand the way sharks move and keep track of their numbers.

Closing technique (making a statement): This job does deal with a very vicious predator, but I could not imagine another job that I'd rather do.

Getting feedback (optional – a T/F game): Now, let's have some fun. It's game time. If the sentence is true, raise your hands. If it isn't, keep your hands down. We always use bait to attract sharks. ... Special tags can help us understand how sharks move. ... Sharks are under threat. ...

Inviting questions: Do you have any questions for me regarding shark tagging? ...

Ending: Thanks for your time!

Model analysis

An Ancient Ritual

Your school is organising a World Cultures Day. Give a presentation about Melasti, an ancient Balinese ritual at a school assembly.

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

Good afternoon. I'm Danielle Stevenson. Let's watch a short video together. ... The video we just watched shows a group of people on the beach, but they're not sunbathing or swimming: they are performing an ancient ritual called Melasti.



Melasti is a Hindu ceremony that takes place three or four days before Saka New Year on the island of Bali, Indonesia. The Saka calendar is different from the one we use, however, so according to the Western calendar, Melasti takes place in March.

The purpose of Melasti is to wash away all the bad words, thoughts and actions from each person's heart and soul (*Bhuana Alit*), as well as the wider world (*Bhuana Agung*). To symbolise this, people take religious objects, such as banners and statues from temples, down to the beach and physically wash them in the sea.

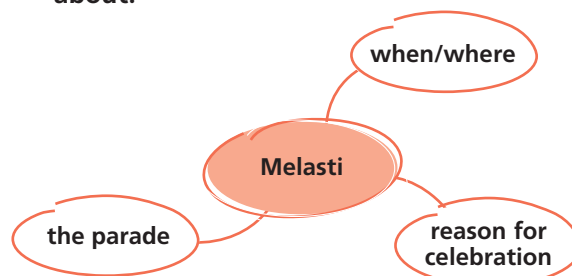
The journey from the temple to the sea is a magnificent sight. People carry the objects in a procession, accompanied by the sound of gamelan music, the traditional music of Bali. Most of the participants wear white, the colour of purity, but there are plenty of colourful banners, parasols and flowers to brighten the scene. Once the parade reaches the beach, people wash the temple relics and then they all say a prayer while facing the sea.

All in all, the Melasti parade is a beautiful sight to see, and very loud, too! But this ancient ritual has a serious side as well: to cleanse and purify the hearts and souls of the participants in preparation for the New Year. I would certainly like to witness Melasti for myself one day. Would you?

Now let's play a game. Listen to my statements. If you think a statement is true, raise your hand. Let's start! Melasti takes place in March. ... Yes, that's true! People perform the Melasti ritual in a temple. ... No, that's false. They perform it by the sea. Last statement: Participants wear clothes of many different colours. ... That's false, too. Participants mainly wear white. Well done, everyone!

Has anyone got any questions about Melasti? ... Thanks for listening.

- b) Talk about Melasti: *When and where does it take place? Why is it celebrated? What happens during the parade?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

Your turn

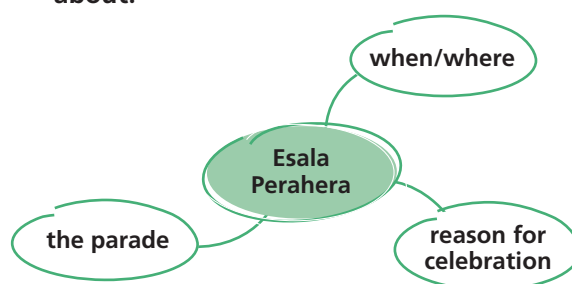
An Ancient Ritual

Your school is organising a World Cultures Day. Give a presentation about Esala Perahera, an ancient Sri Lankan ritual, at a school assembly.
(Module 2a, pp. 22-23)

Organising ideas

- 4** a) Watch the  Module 2 – An Ancient Ritual.

- b) Talk about Esala Perahera: *When and where does it take place? Why is it celebrated? What happens during the parade?* 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** When I was on holiday in Sri Lanka last year, I was lucky enough to witness Esala Perahera for myself. I'll never forget the sight of the elaborately decorated elephants parading through the streets. It certainly was a night to remember!
- B** Listen to this – what can you hear? ... Music, that's right! ... What else? ... No, that sound isn't fireworks – it's the cracking of whips. Do you know where this recording was made? ... At a celebration called Esala Perahera.
- C** Wherever we're from, we should all respect traditional celebrations like Esala Perahera and keep them alive so that future generations can celebrate them, too.

1 making a statement

3 using music

2 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, get into groups of three and discuss what you would most like to see at Esala Perahera and why.

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Greeting: Good morning/afternoon.

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

Introducing the topic/Opening technique (setting the scene/addressing the audience): Imagine this: You're in a crowded street at night. Music is playing and a procession with dancers, fire jugglers and even elephants is passing in front of you. Where are you? ... You're in Sri Lanka at a very special celebration: Esala Perahera.

Main body

When/Where: Esala Perahera is ... that takes place in ... in Kandy was ... and people have celebrated Esala Perahera for ...

Reason for celebration: Originally, the celebration signified People would remember ... and pray for Later, the kings of Sri Lanka ..., making one big celebration called Esala Perahera.

The parade: ... lead the huge parade, letting people know ... follow them, carrying Then there are The main attraction is When the Maligawa Tusker passes by, everyone More ... follow, and more Lastly come ..., and then the sights and sounds of the parade fade slowly into the night.

Conclusion

Summarising points: Overall, Esala Perahera is an exciting celebration with lots to see, from musicians to elephants. But it is also an ancient ritual for the people of Sri Lanka where they show respect for an important religious relic and hope for rain in the dry months of the year.

Closing technique (asking a rhetorical question/making a statement): Traditions like these define a country's culture, don't they? And in an ever-changing world, it's important to keep them alive.

Getting feedback (optional – pop quiz style questions in teams): Now let's have a quiz in two teams. The team with the most points wins the game. Let's begin! Team A: Where does Esala Perahera take place? ... Team B: Which two religions take part in the celebration? ... Team A: Who leads the parade? ... Team B: What does the Maligawa Tusker carry? ...

Inviting questions: Do you have any questions about Esala Perahera?

Ending: Thank you for your attention.

Model analysis

In the Market

Imagine you live in Istanbul, Turkey. Give a presentation about the Grand Bazaar to a group of exchange students visiting your school.

- 1** a) Read Sevda's presentation about the Grand Bazaar. Can you identify the purpose of the presentation?

Hello! My name's Sevda Bayram and I've got a puzzle for you to solve. It's a maze of stalls and alleys; it's crowded and noisy too. There's so much to buy and browse, and to see and do! What is this place? ... That's right, it's a market. But not just any market, it's the Grand Bazaar!



You will find it right here in the heart of Istanbul. The Grand Bazaar is one of the largest markets in the world with over 60 streets and 5,000 shops. The shops are divided into different sections; there are sections for food, clothing, antiques and much, much more!

The Grand Bazaar opens early at around 9 am every day except Sunday. However, no need to worry if you're not an early bird. It doesn't close until 7 pm so there's lots of time to get your shopping done.

With up to 400,000 visitors every day, the Grand Bazaar is quite busy. Many of these visitors are tourists who come to buy souvenirs to take home with them, but it's also popular with locals. There's a great selection of local and international products at the Grand Bazaar. Spices and herbs like red pepper, curry, oregano and mint along with a variety of teas from all over the world – Egypt, India, China and South-East Asia – are available for purchase. Additionally, the bazaar is famous for items like jewellery, hand-painted ceramics, carpets and embroidery. Finally, there is a large selection of sweets. My personal favourite is the Turkish delight. It's mouth-watering!

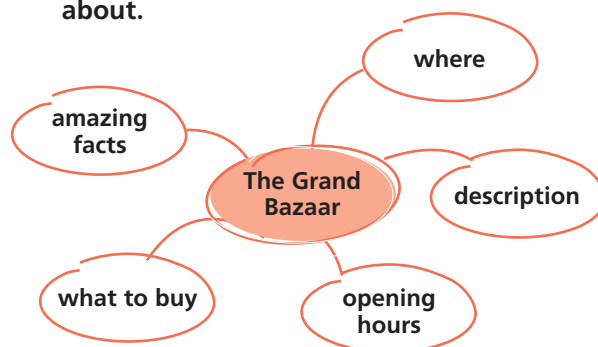
The Grand Bazaar has been around for over 500 years. Can you believe it? It was first constructed by order of Sultan Mehmed the Conqueror, and became very large in the 16th century. After a large earthquake in the late 19th century, much of the market had to be repaired. It was a huge project, but thankfully, the Grand Bazaar was restored and remains one of the most important and iconic parts of this beautiful city.

All in all, the Grand Bazaar is an amazing market that you're sure to enjoy if you like fantastic sights, sounds and strong smells! For me, it's the centre of life in Istanbul and it really captures the soul of our city.

How many of you would like to visit the Grand Bazaar? ... Great! You should definitely go if you get the chance.

Are there any questions you want to ask me? ... Thanks so much.

- b) Talk about the Grand Bazaar: *Where is it? What does it look like? What are the opening hours? What can people buy there? What are some amazing facts about it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

- 3** Which technique does Sevda use to get feedback from the audience?

Your turn

In the Market

Give a presentation about a popular market in your country (e.g. a flea market, a bazaar, a street market) to a group of exchange students visiting your school.
(Student's Book, Module 2d, p. 28)

Organising ideas

- 4** Talk about a popular market in your country: *Where is it? What does it look like? What are the opening hours? What can people buy there? What are some amazing facts about it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

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

- A** ☐ Close your eyes and picture this: there are lots of people all around you. Some are calling out to you, asking you to buy something that they are selling. Others are asking about prices or admiring an item for sale. You're at the ... Market: the best place to find amazing, old things at extremely low prices.
- B** ☐ Look at this picture. What do you see? People gathering around piles of clothing, shoes and other items for sale. This is a common sight at weekends at ... Market.

1 setting the scene 2 using visuals

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

- A** ☐ I remember my first visit to ... Market. I couldn't believe my eyes when I saw all the different items, and then I was even more surprised when I saw how inexpensive everything was! That's why I go back so often.
- B** ☐ After all, we all enjoy shopping without spending a fortune, don't we?

1 asking a rhetorical question 2 narrating a personal story

Getting feedback

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

Now I would like to hear from you. What would you buy at ... Market? ...

- b) Can you suggest an alternative feedback technique?

Finding Visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

- 8** Follow the plan. Use the completed spidergram from Ex. 4 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 (addressing the audience): Do you enjoy shopping in luxurious shopping centres, or do you prefer to shop at flea markets? Well, if you are the type who doesn't mind digging around a bit to find a great bargain, then ... Market is the place for you.

Main body

Where: ... Market is located in ..., just outside ..., away from the ... and ...

Description: The market alleys are packed with ... and Some come here to ..., others to ...

Opening hours: Whatever the reason, if you want to ..., you'll have to Every ..., the first shoppers arrive between ... and ... am. By ..., the market is bustling with ...

What to buy: Lots of visitors flock to ... Market: people in ... or with ... looking for ... to use in ...; people searching for ... that will bring back childhood memories; the occasional ..., and all of them looking for ...!

Amazing facts: One of the most interesting things about ... Market is that ..., despite its location away from It's mainly targeted at ... anyway – not ... or ...

Conclusion

Summarising points: Undoubtedly then, ... Market is an inexpensive shopping alternative for those who enjoy treasure-hunting.

Closing technique (stimulating emotions): It is truly a special place to visit, and if you ever get the chance to see it with your own eyes, I'm sure you'll agree. Every time I go, there is something new and exciting to discover!

Getting feedback (optional – focus groups): Now, in groups of three, let's talk about ... Market. Would you like to go? ... Why? ...

Inviting questions: Does anyone have a question for me?

Ending: Thank you all very much.

Model analysis

Endangered Places

Imagine you are a scientist representing your city, Venice, at a world climate conference. Give a presentation about your city and the imminent danger it faces.

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

Good morning, everyone. My name is Cassie Botrini. Would you like to live in a real-life fairytale kingdom, surrounded by stone castles and marble palaces and where, in one day, you can get lost in a magical maze, walk on water and sail through a floating city? Well, I already do!

The Italian city of Venice, uniquely built on the small, shifting islands of a lagoon in the Adriatic Sea, is one of the most visually spectacular and culturally significant locations in the world. Sadly, though, it is also one of the planet's most critically endangered locations because Venice is sinking into the ocean.

As we know, global warming causes sea levels to rise. The last century has seen a rapid increase in global warming and its devastating effects, particularly in coastal or low-lying lands such as Venice. For example, the city's main square, Piazza San Marco, flooded 7 times in the year 1900 due to high tides. By 2000, that number had increased to over 100!

Salt water causes huge structural damage to Venice's beautiful historic buildings, some of which date back to as early as the 9th century. If the flooding continues, the buildings will eventually

collapse, along with people's homes and businesses. Another problem is poor sanitation. Venice's canals are polluted because they act as a sewage system. Therefore, every time there's flooding, people come into contact with waste water and are put at risk of illness and disease.

Unless we get climate change under control, Venice will become a lost world before we enter the next century. Residents like me will lose their homes and their futures while the 50,000 tourists that visit Venice every day will no longer be able to experience its special sights and atmosphere.

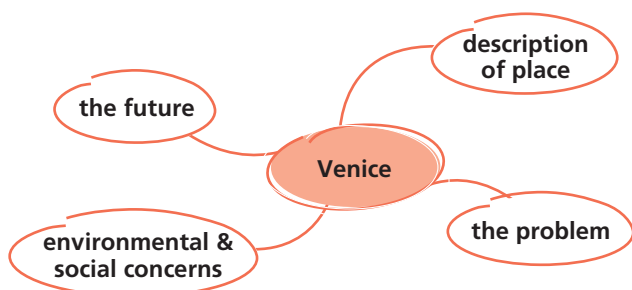
In conclusion, we must take immediate actions to save Venice. Since I was a child, I've been charmed by my own city's streets and I'd be devastated to see them become an underwater museum. Wouldn't you be?

So, before I finish, let me ask you a few questions. How many of you have been to Venice? Stand up please. ... A lot! It is a popular destination. And how many of you would want your children to have that experience, too? ... Exactly the same number!

Now, are there any questions? ... Thank you all for your attention.



- b)** Talk about Venice: Describe the city. What problem does it face? What are the environmental and social concerns? What are the predictions for the future? Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

Your turn

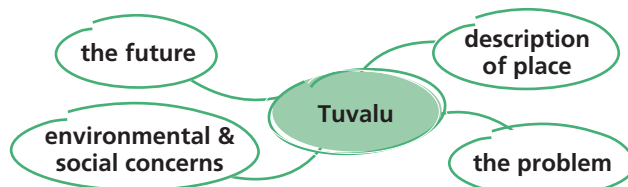
Endangered Places

Imagine you are a scientist representing your country, Tuvalu, at a world climate conference. Give a presentation about your country and the imminent danger it faces. (Module 3a, pp. 38-39)

Organising ideas

- 4** a) Read the text 'An Island in Crisis' on pp. 38-39 in the Student's Book and watch the Video Module 3 – Tuvalu.

- b)** Talk about Tuvalu: Describe the place. What problem does it face? What are the environmental and social concerns? What are the predictions for 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-C). Which is from the introduction of a presentation? Which are from the conclusions?

- A** ☐ The German writer Günter Grass once said: "Homeland is something one becomes aware of only through its loss." I just hope that it's not too late to save our homeland.
- B** ☐ Look at this photo. ... This is Tommi, a seven-year-old boy from Tuvalu. As you can see, Tommi has the luxury of living on a tropical beach! But, what is the use of a vast ocean if he has not a drop of water to drink?
- C** ☐ Because of this, we all need to change our actions and attitudes regarding the world's climate, and look to the future of our planet.

1 making a statement

3 using a quotation

2 using visuals

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

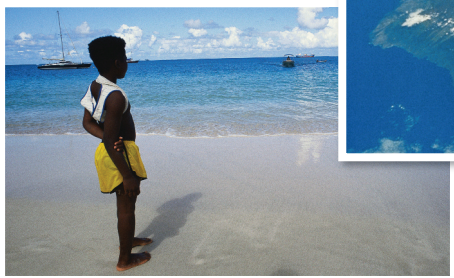
Getting feedback

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

So, which issue do you think is more serious: the country's lack of high ground or lack of drinking water? Why? Would anyone like to share their thoughts with us? ...

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 afternoon, ladies and gentlemen.

Introducing yourself: My name is...

Introducing the topic/Opening technique (setting the scene & stimulating emotions/asking a rhetorical question): I'd like you to imagine returning home from this conference today to find that your home, and even your country, no longer exists. It's a frightening thought, isn't it? But that's the reality that shortly awaits my people.

Main body

Description of place: I'm from the Pacific island nation of Tuvalu, the fourth smallest ... built on ... in the Pacific Ocean. The ... inhabitants live a challenging life; our island is ...

The problem: Global warming is causing the ... to Of course, because of the ..., this means that Since its highest point is ... and on average the land is ..., Tuvalu is at great risk of ...

Environmental & social concerns: Climate change is already causing huge problems for us. Our soil is ... and constant floods of salt water mean that This, in effect, means that we cannot ... to feed ourselves and our families. Furthermore, we often suffer Given that we rely entirely on ...

The future: Experts say that in just fifty years, Tuvalu will My country will ... along with My people will become the world's first ..., forced to leave our homeland in search of a new life elsewhere.

Conclusion

Summarising points: In conclusion, global warming is a phenomenon that we are all responsible for and a problem that belongs to us all: not just those who suffer the consequences most.

Closing technique (asking rhetorical questions): So, ask yourselves this: how much more damage can our planet take? At what point does climate change become climate crisis?

Getting feedback (optional – focus groups): Now, let's get into groups of three. I want you to discuss what the worst effect of climate change is in your own countries.

Inviting questions: Do you have any questions?

Ending: Thank you for your time.

Model analysis

Helping Hands

Imagine you are a representative of Coalition for the Homeless and you are encouraging teens to sign up to participate in a fundraising event.

Give a presentation at a school assembly about the organisation, its aim and the event.

- 1** a) Read Andrew's presentation about Coalition for the Homeless. Can you identify the purpose of the presentation?

Good afternoon, everybody. My name is Andrew Llewellyn and I'm a representative of Coalition for the Homeless. Picture this: a teenager arrives for his first day of school. However, he doesn't have a bag to put his books in. He doesn't even have a pencil to write with. His clothes are torn and faded and he looks hungry. This teen is just one of the many homeless people in our city and he needs our help.

Coalition for the Homeless helps people who don't have a house to live in. The truth is that many people living in shelters or on the street have a university education and once had a well-paid job and a comfortable life. But poverty brought them to this terrible situation. Someone who loses their job can quickly and easily find themselves without a residence. The goal of Coalition for the Homeless is to provide food, clothing and blankets to meet their immediate needs. In addition, we provide training courses so people can learn the skills they need to find new jobs and get themselves out of poverty.

The event I would like to talk to you about today is called 'Project: Back to School'. Many people without homes have families, and these children need to go to school to get an education. Obviously, their parents can't afford to buy them school supplies. That's where you come in! We are having a fundraising event to collect money for the school supplies that these children will need to start the school year. 'Project: Back to School' begins today and will continue throughout the month of September. So don't forget to participate in the programme and donate what you can to help those in need!

Through Coalition for the Homeless and 'Project: Back to School', you can all do your part to help end homelessness. After all, doesn't everyone deserve a chance to have a home to call their own?

Now, I would like to hear from you. What do you think of 'Project: Back to School'? Do you think it is a good way to help homeless kids? ...

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



- b) Talk about Coalition for the Homeless: *Who do they help? What is the organisation's goal? How can you help?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

Your turn

Helping Hands

Imagine you are a representative of World Vision. Give a presentation at a school assembly about the organisation and how students can participate in the 30 Hour Famine programme. (*Student's Book, Module 3d, p. 44*)

Organising ideas

- 4** a) Watch the  **Video** Module 3 – World Vision's 30 Hour Famine and do the listening task (Ex. 2b, p. 44) in the Student's Book.

- b) Talk about World Vision: *Who do they help? What is the organisation's goal? How can you 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-C). Which is from the introduction of a presentation? Which are from the conclusions?

- A** I'll never forget the first time I participated in the 30 Hour Famine. I had a great time playing games, talking and laughing with all the other participants, and it felt great to do something good for others.
- B** Have you ever felt really hungry? No, I don't mean when you forget to bring your lunch to school. I'm talking about the hunger a person feels when they haven't eaten anything for days. Most of us have never felt this way, but many people in the world do. That's why World Vision is trying to help.
- C** It's not just a fun event, it's something you can do to make the world a better place for everyone.

- 1 addressing the audience & stimulating emotions
- 2 narrating a personal story
- 3 making a statement

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

Getting feedback

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

Please get into groups of 4 and discuss the 30 Hour Famine. Would you be interested in participating? ... Why or why not? ...

- b) Can you suggest an alternative feedback technique?

Finding visuals

- 7** Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Greeting: Hello./Good morning.

Introducing yourself: I'm ... and I represent ...

Introducing the topic/Opening technique (using a quotation): Anne Frank once wrote, "How wonderful it is that nobody need wait a single moment before starting to improve the world." Improving the world by helping others is the goal of World Vision, and, with your help, we may be able, to make this goal a reality without waiting a single moment.

Main body

Who we help: ... helps ... all over the world. For instance, some of our programmes raise money for people in ..., and ...

The organisation's goal: The problems we are trying to solve are mainly ..., unclear ... and the use of ... World Vision's aim is to ... and ... with ... in these countries. We also try to convince ... to ... and punish ... Finally, we encourage young people to ...

How you can help: So how can you help? Well, there is something very special all of you can do to raise money for World Vision. It's called the ..., and the plan is ... Teens ... and get people to ... Then, the teens gather together at ... or ... and spend ... By doing this, teens can experience, in just a small way, what ... go through every day. Of course, if they ... , they can ... or ... The goal is not to ..., but to ...! It's easy to participate in the event; just go to ... and get ... This will give you everything you need to ..., and ...!

Conclusion

Summarising points: Overall, World Vision's 30 Hour Famine programme is a great way for you and your friends to really make a difference.

Closing technique (asking a 'what if' question): What if you all made the effort to do something to make the world a better place? You would feel good about yourself and help others at the same time!

Getting feedback (optional – polling questions): How about you? How many of you would want to participate in this year's 30 Hour Famine?

Inviting & answering questions: Do you have any questions for me? ...

Ending: Thanks for your support!

Model analysis

A Healthy Mind

Imagine you are a school psychologist. Give a presentation about self-esteem at a school assembly.

- 1** a) Read Gregory's presentation about self-esteem. Can you identify the purpose of the presentation?

Good afternoon everyone. My name is Gregory Potter, the school psychologist. For many teenagers around the world, there will come a point in their lives when they look in the mirror and not like what they see. It could be that they want to be taller, thinner or have a longer nose – the list is endless. The way people view themselves is known as self-esteem and that's what I'll be talking to you about today.

Self-esteem is directly related to a person's self-worth and self-confidence. So, in effect, it can influence a person's trust in others, their relationships and of course their work.

Individuals with high self-esteem have the strength to take control of their lives and have the courage to make mistakes. They are usually confident and optimistic with an understanding of their abilities. People with low self-esteem, on the other hand, focus on their perceived faults and place little value on their opinions or ideas. They generally have a negative outlook on life and little trust in others.

There are many factors which can affect a person's self-esteem. One of them is the media. Many believe that if they don't look like the models on TV, then there is something wrong with them. Another factor is a person's family life. A person coming from a loving and supportive family is more



likely to have higher self-esteem levels than someone raised by critical parents. School life is an influential factor, too. If a student is put down or ridiculed by a teacher or their peers, they may also suffer from low self-esteem.

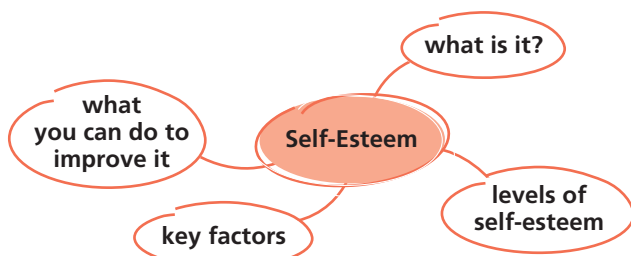
So how does one improve their self-esteem? One piece of advice is to hang around positive and supportive people, as being in an encouraging environment can boost self-esteem. Also, although admittedly it is hard to do, people should stop comparing themselves to others. It's important to understand and appreciate differences. Last but not least, everyone should focus on their strengths and not on any perceived weakness.

To conclude, self-esteem affects the way individuals view themselves and those around them both positively and negatively. The good news is that there are ways, for those who have low self-esteem, to improve it. At the end of the day, we must all remember the journey to feeling good always begins inside of us. This is the best place to start.

Now, I'd like to hear your opinion. Which factor do you think has the greatest impact on a teenager's self-esteem? ... Why?...

Would you like to ask me any questions? ... Thanks for your time!

- b)** Talk about self-esteem: *What is it? What are the levels of self-esteem? What are the key factors that affect it? What can you do to improve it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.




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

Your turn

A Healthy Mind

Imagine you are a school psychologist. Give a presentation about stress at a school assembly. (Module 4a, pp. 54-55)

Organising ideas

- 4** a) Read and listen to the text on pp. 54-55 in the Student's Book and watch the  **Module 4 – Stress Management.**

- b)** Talk about stress: *What is it? What are positive and negative stress? What are the key factors that cause stress? What can you do to deal with it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.

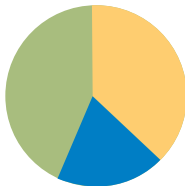


Tip!

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

How Stress Affects Teens in our School

- Overwhelmed 35%
- Depressed 20%
- Tired 45%

**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: You have just received your exam schedule and it's totally hectic. You can feel a headache coming on and you also feel overwhelmed and frustrated. These could be the initial signs of stress, but what you don't know is that some stress might in fact be doing you some good.
- B** What if we could all embrace stress and realise that some mild stress is actually a normal part of our daily lives? Well, life would certainly be a lot easier this way.
- C** Did you know that the survey you took part in last week showed 45% of you feel tired because of stress? Isn't this a staggering percentage? Let's see what this means and what you can do about it.

- 1 addressing the audience
- 2 setting the scene & stimulating emotions
- 3 using a 'what if' question & making a statement

- 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?

Now, I'd like you to get into groups of four and talk about which factors in your lives cause stress. ...

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 everyone./ Hello!

Introducing yourself: I'm ... /My name is ..., the school's psychologist.

Introducing the topic/Opening technique (narrating a personal story/addressing the audience): When I was student – just like you – I remember being constantly under pressure. Too much homework, passing the exams, getting good grades, my parents' expectations ... I couldn't sleep, I felt tired all the time and I couldn't concentrate. Sound familiar?

Main body

What is it: So, what exactly is stress? It's the body's ... and it consists of The first is ...: the body's The second is ... and is For stress to surface, a person must feel

Positive/negative stress: Stress comes in two forms: the negative, which is also known as ... or ..., and ..., also called ... or Distress can be ... and can ... because they Not surprisingly, it can also take For example in North America, Eustress, on the other hand, is It can result in a feeling of Research suggests

Key factors: We all know that stress is ... and there are many key factors that cause it. It's worth noting, though, that One factor that can cause stress is Other factors include Even ... can be stressful for the body.

What you can do to deal with it: So what can you do to cope with stress? The very first thing is to If you are suffering from ..., get help from If it is ..., my advice is to ..., because the chances are you

Conclusion

Summarising points: To sum up, there are many factors in our lives that can cause chronic or mild stress, but there are also ways to deal with it.

Closing technique (using a quotation & making a statement): In the words of author Bill Phillips, "Stress should be a powerful driving force, not an obstacle". So, now that you know more about it, you can try to turn stress into positive energy.

Getting feedback (optional – polling questions): Now let me ask you: How many of you agree that stress is a normal part of our daily lives? ... How many of you know someone who suffers from chronic stress? ...

Inviting: Are there any questions?...

Ending: Thanks for listening.

Model analysis

Teen Problems

Imagine you are a school counsellor.
Give a presentation about peer pressure to a group of students at a school assembly.

- 1** a) Read Derek's presentation about peer pressure. Can you identify the type of presentation?

Hello. My name is Derek Jones and I'm the school counsellor. We all want to be popular and 'fit in', don't we? But how far would you go to be part of the crowd? These days, it seems that peer pressure is a big issue for teens, but there are ways to deal with it.

Peer pressure is common in schools and colleges, but it is also becoming more apparent on social media, too. It happens when someone tries to make another person act in a certain way because they want to control them. Often it's obvious when people are pressuring you but sometimes you can hardly realise it's happening.

The most common sign that someone is experiencing peer pressure is a change in their behaviour. He or she may become moody, stop talking to family members or old friends, or start taking risks. Perhaps they start to obsess about their appearance and compare themselves to others, leading to low self-esteem.

So, if you are a victim of peer pressure, what can you do about it? Well, the most important thing to remember is that you have the power to say 'no'. A true friend will always understand if you don't want to do something. Secondly, you should talk to an adult. Your parents and teachers are there for you and, as your school counsellor, my door is always open.

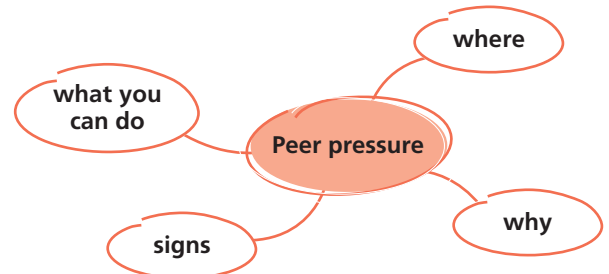
Peer pressure affects many young people, but if you stand up for yourself, you don't have to give in to it. True friends won't expect you to change to fit in; they will like you for who you are. As the famous children's author Dr Suess said, "Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind."

So now let's have a quiz in teams. The team with the most correct answers wins. Let's start! Team A: Where does peer pressure take place? ... In schools, colleges and on social media, yes! Team B: Can you tell me one of the signs that someone is being affected by peer pressure? ... Changes in behaviour, that's right! Well done, both teams.

Has anyone got any questions about peer pressure? ... Thanks for your questions. And remember, if you ever need to speak to me, I'm always available.



- b) Talk about peer pressure: *Where does it take place? Why does it happen? What are the signs? What can you do about it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

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

- b) Can you suggest an alternative feedback technique?

Your turn

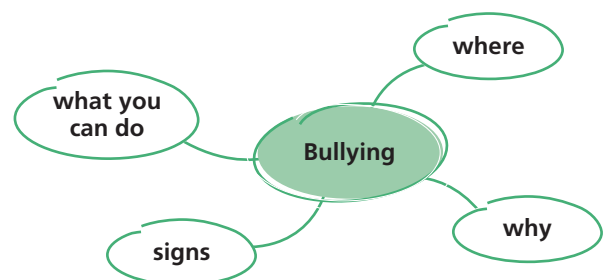
Teen Problems

Imagine you are a school counsellor. Give a presentation about bullying to a group of students during anti-bullying week. (Student's Book, Module 4e, p. 61)

Organising ideas

- 4** a) Watch the  Video Module 4 – Dealing with Bullying.

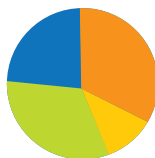
- b) Talk about bullying: *Where does it take place? Why does it happen? What are the signs? What can you do about it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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 chart.

How often do you experience cyberbullying?



■ On a daily basis 20%
 ■ Frequently 37%
 ■ Sometimes 13%
 ■ Never 30%

Source: Ditch the Label

Opening/Closing techniques

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

- A** You'll be surprised at how many people want to help those who are being bullied. It may feel like the whole world is against you, but remember that, with parents, friends and teachers to stand by you, you are never alone.
- B** Singer Rihanna, actor Robert Pattinson and Olympic athlete Michael Phelps: what do these famous people all have in common? ... Anyone? ... Well, believe it or not, they were all bullied at school.
- C** According to UK anti-bullying charity Ditch the Label, 7 out of 10 young people have experienced cyberbullying. As we can see from the chart, 20% of them suffer this on a daily basis, and that's a frightening statistic, isn't it?

- 1 stimulating emotions
- 2 addressing the audience
- 3 using visuals & asking a rhetorical question

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

Finding visuals

6 Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Greeting: Good morning/afternoon.

Introducing yourself: I'm ... and I'm your school counsellor.

Introducing the topic/Opening technique (setting the scene and stimulating emotions): Imagine you're walking home from school and you see a friend of yours surrounded by a group of students from the year above. They're pushing him and shouting insults. You feel guilty for not helping him, but you're too afraid to confront the bullies yourself. These are common feelings experienced by people who witness bullying, but, believe it or not, there is something you can do about this problem.

Main body

Where: Bullying can happen ... but these days the most common type is ...

Why: Bullies can pick on anything: ..., but the real reasons behind bullying are Bullies want to ...

Signs: The signs of bullying can be ..., such as ..., and this is most common among For girls, signs are often ..., and they may ...

What you can do: If you or someone you know is being bullied, you should ..., keep ... and make Victims of bullying should School counsellors like me can help with ... and students should also attend ... to In addition, our school has got an anti-bullying policy. Studies show ...

Conclusion

Summarising points: Being bullied is an awful experience to live through, and one that can stay with you for many years. So be aware of the signs and, if you think someone is bullying one of your friends, or if you yourself are being bullied, take action now.

Closing technique (making a statement): You all have the right to feel happy and safe at school. Don't let anyone take that away from you.

Getting feedback (optional – a Y/N game): OK, now let's play a game. Listen to my questions. If you think the answer is 'yes', raise your hand. Let's begin! Bullying only happens face-to-face. ...

Inviting questions: Does anyone want to ask a question about bullying?

Ending: Thanks. And if you ever need help or advice, I'm here for you and so are your teachers.

Model analysis

Unique Filmmakers

Imagine you are a member of a committee organising a film festival and have been asked to present an award to Tim Burton. Give a presentation explaining why he is receiving the award.

- 1** a) Read Andrea's presentation about Tim Burton. Can you identify the type of the presentation?

Hi, everyone! My name's Andrea Morrow. Welcome to the first annual Spring Creek Film Festival. Let me ask you this: What makes a film director stand out from the rest? Talent? Creativity? Innovation? Well, these are all traits that make the man we are here to honour truly special. He is the incredibly talented Tim Burton, one of the greatest directors of our time.

Tim Burton was born on August 25th, 1958 in Burbank, California, USA. He may not have been the best student during his school days, but he loved art and filmmaking from a young age. He went to university at the California Institute of the Arts, where he studied animation, and graduated in 1979.

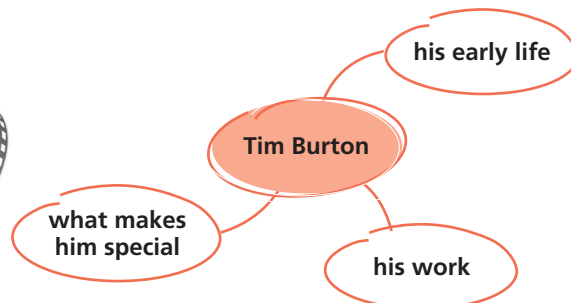
Burton worked for Disney for a short time, but soon began directing his own films. Some of his most famous films are *Sleepy Hollow* and *Beetlejuice* which combine fantasy and horror, as well as action films like *Batman* and *Planet of the Apes*. He also has a talent for drama, which is clear in films like *Big Fish* and *Edward Scissorhands*. However, his extraordinary talent is most evident in his animated films, *Corpse Bride* and *Frankenweenie*. These films feature incredible attention to detail and are perfect examples of Burton's love for different types of animation.

Burton's work features certain techniques that show his innovation and creativity. For one, his characters often experience flashbacks to their childhood. In addition, the main character in most Burton films is shy, nervous and an outcast rather than a brave hero. Most of the actors wear shocking, sometimes frightening make-up, and his films always feature dark colours and unusual sets with interesting designs and shapes. His style is unique; no one watching one of his films would mistake it for anything but a Tim Burton creation!

Tim Burton's unique style is displayed in all of his amazing films, from animated and horror films to drama and action films. People all over the world are inspired by his work. He is an example of what happens when people think outside the box. This is why I am proud to present him with the Creativity in Cinema Award tonight.

Now, please welcome Tim Burton to the stage to say a few words! ...

- b) Talk about Tim Burton: *What do you know about his early life? What do you know about his work? What makes him special?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

Your turn

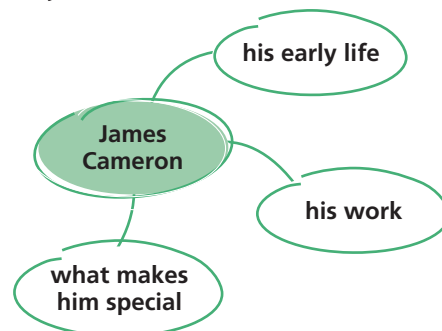
Unique Filmmakers

Imagine you are a member of a committee organising a film festival and have been asked to present an award to James Cameron. Give a presentation explaining why he is receiving the award.
(Module 5a, pp. 70-71)

Organising ideas

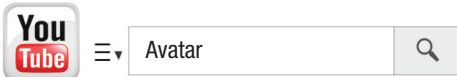
- 3** a) Read and listen to the text on pp. 70-71 in the Student's Book and watch the Video Module 5: James Cameron – From Titanic to Avatar.

- b) Talk about James Cameron: *What do you know about his early life? What do you know about his work? What makes him special?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Tip!

You can show your audience a short clip from one of James Cameron's films at the beginning of your presentation. This will introduce the topic of the presentation. You can find video clips on websites such as YouTube®.

**Opening/Closing techniques**

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

- A** ☐ For most viewers around the world, watching *Avatar* was a mind-blowing experience of unique filmmaking with never-before-seen special effects: a feast for the eyes! Simply put, it was unforgettable! But *Avatar* is only one of the reasons why we are here to honour James Cameron, for he has shown innovation in all of his work.
- B** ☐ American film director Francis Ford Coppola once said, "The very earliest people who made film were magicians." That's exactly how I feel when I watch a film made by James Cameron. He truly is a magician when it comes to films, and it's all thanks to his innovative filmmaking techniques.
- C** ☐ His films have entertained and fascinated so many people, including all of us in the selection committee and, I'm sure, everyone here today! I am thrilled to present him with the award for Innovation in Filmmaking.

1 using a quotation

3 making a statement

2 stimulating emotions

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

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 afternoon./Hello.

Introducing yourself: I'm/My name is ... and I would like to welcome you all to ...

Introducing the topic/Opening technique (using visuals): Let's all watch this clip together. ... I'm sure everyone here recognises which film it is from. It's one of the most well-known films in the world, after all. It's the science-fiction blockbuster *Avatar*, and today we are here to honour the man who made it happen, Mr James Cameron!

Main body

His early life: Cameron grew up in ..., but moved to ... to go to ... and to pursue He had various jobs in ..., but was mainly a ... until his big break with ...

His work: ... was and still is one of Cameron's most popular films, and many of his other ... films, including ... were also incredibly successful. In addition, ... was a visually stunning masterpiece. His production work is also impressive: he created ... and he produced ...

What makes him special: Cameron's innovations in film are what set him apart from the rest. He has created extremely impressive, industry-leading ... For example, the ... effect in ... was ground-breaking at the time. In ..., Cameron created characters with Because of these ... creations, the audience was able to ... in a way that was not possible before. Scientists with ... worked alongside this incredible artist to make films that are each truly ...

Conclusion

Summarising points: Without a doubt, James Cameron is a storyteller whose work is not only unique, it's spectacular! His films truly capture their audience's imagination.

Closing technique (using a quotation): After all, as Mr Cameron himself has said, "Filmmaking is not about film ... It's about ideas, it's about images, it's about imagination, it's about storytelling."

Ending: I'm thrilled to present him with the Award for Innovation in Filmmaking! Now, everyone please give a warm welcome to the man of the hour, Mr James Cameron! ...

Model analysis

Poisonous Foods

Imagine you are a health expert. Give a presentation about poisonous foods on a TV talk show.

- 1** a) Read Nicola's presentation about poisonous foods. Can you identify the purpose of the presentation?

Host: Now let's welcome today's special guest, health expert Nicola Jones, who will be talking to us about the subject of her latest book, poisonous foods. Hello, Nicola.

Nicola: Good morning, everyone. Baked, boiled, mashed, crisps and chips: the potato is a popular food and the most commonly used vegetable in the Western world. But did you know that it actually contains a dangerous poison called solanine?



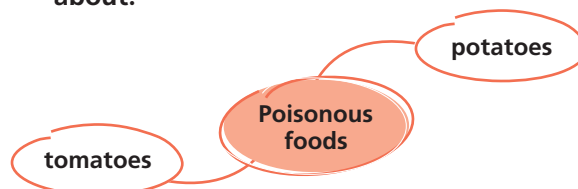
It only takes 200 mg of solanine to make a person ill and only a little more than this to cause death. A victim of solanine poisoning will feel confused and weak and then, if the dose is too high, they will fall into a coma and die. Shocking, isn't it? This poison is present in the leaves and stems of the common potato plant, and any part of the potato that is green. Even in the last fifty years, people have died from potato poisoning! But there's no cause for alarm; unlike other root vegetables, such as carrots, farmers take care to harvest potatoes without their leaves and stems. This means that, as long as you select new potatoes and prepare them correctly, cutting off any green parts before cooking, you'll be safe from solanine poisoning.

Another plant with poisonous stems and leaves is the tomato. Europeans discovered this fruit in South America in the 1500s, but no one in the Western world tried eating it until about 1820 because it looked so similar to another plant – deadly nightshade. In fact, tomatoes are in the same family as deadly nightshade, but while a few nightshade berries can kill a person, tomatoes are safe as long as you don't eat any of the green parts of the plant.

Potatoes and tomatoes are both popular foods and ingredients we all have in our kitchens at home. Personally, I eat potatoes or tomatoes in some form almost every day of the week, but of course I make sure that I never eat the leaves or stems of the plants, and choose only new potatoes when I shop.

Host: Thank you, Nicola. Now, has anyone in the audience got any questions about these foods? ... If you'd like to learn more about these and other poisonous foods, check out Nicola's new book *What's in Your Kitchen?*, available in stores now.

- b) Talk about poisonous foods: *How could potatoes be dangerous to us? How could tomatoes be dangerous to us? Then, copy the spidergram into your notebook and complete it with the information you talked about.*



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

Your turn

Poisonous Foods

Imagine you are a health expert. Give a presentation about poisonous foods on a TV talk show.
(Module 6a, pp. 86-87)

Organising ideas

- 3** a) Read the text about poisonous foods on pp. 86-87 in the Student's Book and watch the **Module 6 – Poisonous Foods.**

- b) Talk about poisonous foods: *How could almonds be dangerous to us? How could mushrooms be dangerous to us? Then, copy the spidergram into your notebook and complete it with the information you talked about.*



Tip!

You can use numbered prompt cards with keywords to help you remember what to say next.

1 ALMONDS
powder/paste/oil/
chopped/sliced/whole

2 ALMONDS
two kinds → bitter variety
contains cyanide

Opening/Closing techniques

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

A ☐ We've all heard of the deadly poison cyanide, haven't we? It usually features in detective films or murder mystery novels, but what if I told you that you can find this and many poisons like it in your kitchen?

B ☐ Picture this: It's a cold winter's evening and you're just sitting down to a nice meal of warm mushroom soup followed by freshly baked almond cake. It smells delicious, but wait! Mushrooms and almonds can both be highly poisonous – do you dare take a bite?

1 setting the scene & addressing the audience

2 asking a rhetorical question

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

A ☐ Just remember this simple advice when you are cooking or choosing ingredients:
Beware when you prepare;
Poisons may be lurking there.

B ☐ As the saying goes: "To be forewarned is to be forearmed." So, now that you know the dangers that lurk in your kitchen, you can easily avoid them and enjoy your lunch!

1 using a rhyme or short poem

2 using a quotation

Finding Quotations/Sayings

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

In the words of Paracelsus, a doctor in the 16th century, "Poison is in everything, and nothing is without poison. The dosage makes it either a poison or a remedy."

As Benjamin Franklin once said, "An ounce of prevention is worth a pound of cure."

Finding visuals

- 6** Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Host – teacher: Good afternoon. With us today is health expert, ... to tell us about the subject of his/her blog, poisonous foods. Welcome, ...

Greeting: Hello, everyone.

Introducing the topic/Opening technique (making a statement): There are many dangerous substances in our homes, from cleaning products to pest control chemicals, but some of the most dangerous poisons can be found in your refrigerator or your kitchen cupboards.

Main body

Almonds: We use almonds in many forms: There are two kinds, but ..., and it's these little nuts that contain The almond tree uses it as a method of ... so that animals don't Cyanide is deadly for ... and in some countries it's However, the ones you see in shops and supermarkets ..., and so they are safe to eat.

Mushrooms: Another food that is dangerous to gather straight from the wild is This is because there are so many Some, like ... are safe ..., but others, such as ..., are Even mushrooms such as ... contain ... if The safest way to enjoy mushrooms ... is to ... and

Conclusion

Summarising points: Almonds are a tasty snack and mushrooms are a great ingredient to use in sauces or on your pizza, and both foods are perfectly safe if they are chosen carefully and prepared correctly.

Closing technique (asking a rhetorical question): So, as long as you know where the food on your plate comes from, there's really no need for concern, is there?

Inviting questions (Host – teacher): Of course, not. Now, does anyone in the studio audience want to ask a question about poisonous foods?

Ending: Thanks. To learn more about these and other poisonous foods, check out ... 's daily blog 'Health Kitchen'.

Model analysis

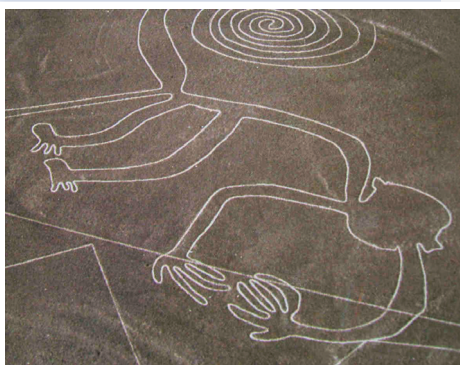
Mysterious Places

Imagine you are a travel guide. Give a presentation about the Nazca Lines in Peru to a group of tourists visiting the site.

- 1** a) Read Sofia's presentation about the Nazca Lines. Can you identify the purpose of the presentation?

Good morning and welcome to Peru's famous Nazca Desert! My name is Sofia Lopez and I'll be your tour guide today. You've come to a magical location, everybody. I've worked here for the past five years and I am still amazed and bewildered by the Nazca Lines' ancient secrets every single time I see them.

The Nazca Lines are a series of huge images, symbols and



patterns drawn into the ground, here in the middle of the desert. They depict a variety of different objects, including birds, monkeys, and spiders. Surprisingly, there's even a shark! They are so big, though, that they are only visible from the air.

For years, researchers have puzzled over how an ancient civilization managed to create these massive works of art, around 1,500 years ago, without having the ability to fly and see their work from above. Furthermore, they still can't figure out what purpose people would have for creating them. It's all very strange!

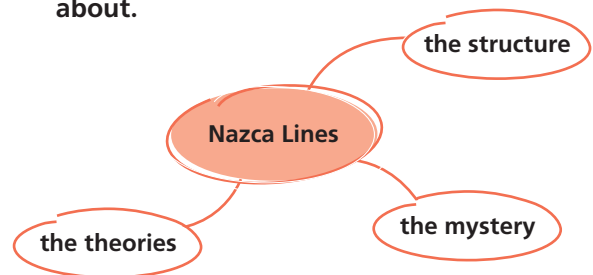
Some scholars say that the lines represent constellations and others say that they must have had religious significance for the society that created them. There are plenty of people who believe another theory, however; that they were the aircraft landing strips of an alien race!

So, to sum up, we are still no closer to an explanation of exactly how or why the Nazca Lines appeared in the Peruvian desert. But it's this mystery that has drawn us all here today, isn't it?

What do you all think? What is the most likely explanation for the site's existence? ...

Does anybody have any questions for me before we move on to the helicopter ride? ... Thanks for listening everyone. Now, let's see these lines from above!

- b) Talk about the Nazca Lines: *Describe the structure. Why is it mysterious? What theories are there about it?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

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

- b) Can you suggest an alternative feedback technique?


Your turn

Mysterious Places

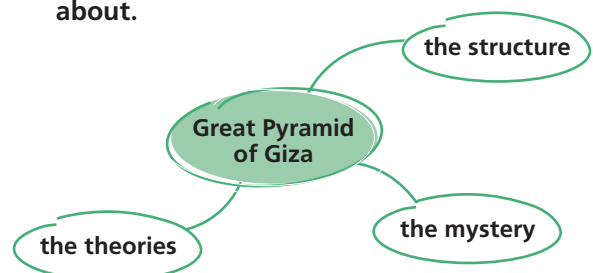
Imagine you are a travel guide. Give a presentation about the Great Pyramid of Giza in Egypt to a group of tourists visiting the site.

(Student's Book, Module 7a, pp. 102-103)

Organising ideas

- 4** a) Read the text about the Great Pyramid of Giza on p. 103 in the Student's Book and watch the  Module 7 – Mysterious Places.

- b) Talk about Great Pyramid of Giza: *Describe the structure. Why is it mysterious? What theories are there about it?* 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** Five thousand years ago, a great civilisation lived in this area. The ancient Egyptians gave us many things: the world's first writing system, the plough and even toothpaste! They also left us with several mysteries, the most puzzling of which is this pyramid.
- B** Having visited Egypt in 1798, the French leader Napoleon Bonaparte said, "From the heights of these pyramids, forty centuries look down on us." Now, let's find out what he meant by that.

- 1 using a quotation 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** Before we continue, imagine you're the first foreign explorer to ever set eyes on these spectacular structures. Without a camera, what words could you possibly use to describe them to the people in your homeland?
- B** Although it's thousands of years old, this towering monument isn't ready to give up its secrets yet. It still retains its mystery, reminding us that, despite everything we have accomplished in today's modern world, there is still so much we don't understand about the past.

- 1 addressing the audience 2 stimulating emotions

Finding visuals

- 6** Find appropriate visuals for your presentation.



Preparing & Presenting

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

Plan & Useful Language

Introduction

Greeting: *Hi, everyone!*

Introducing yourself: *My name is...*

Introducing the topic/Opening technique (using visuals): *Just look at that incredible sight behind you! Isn't it just mind-blowing? Before we explore it more closely, I would like to tell you a few things about one of the most impressive and mysterious structures ever created: The Great Pyramid of Giza.*

Main body

The structure: *The Great Pyramid of Giza, otherwise known as ... was constructed ... by At ... tall, it is ... and it took ... to build. The ancient Egyptians used ..., the smallest of which weighed ... while the biggest ones ...!*

The mystery: *The mystery of the Great Pyramid lies not only in its ... but in what has been Geographical, mathematical and astronomical information has been Its four sides are perfectly ... while its base ... over an area of 13 acres. Even stranger is the fact that on one level Somehow, the people who designed ... than ours today.*

The theories: *There are, of course, lots of different theories about For example, some people believe that ... in order to*

Conclusion

Summarising points: *In conclusion, the Great Pyramid of Giza raises questions that we may never know the answers to.*

Closing technique (making a statement): *It would be amazing to travel back in time and discover the truth about this site and the civilization that built it.*

Getting feedback (optional – polling question): *How many of you experience a mysterious energy just by being near the pyramid? Please raise your hands.*

Inviting questions: *Does anybody have any more questions about the Great Pyramid of Giza?*

Ending: *Well, thanks for your time. Let's move on!*

Model analysis

Graduation Day

Imagine your class is graduating today and you have been chosen to give a speech to your fellow students, their parents and the teachers.

- 1** a) Read Katharine's graduation speech. Can you identify the type of the presentation?

Good morning everyone and welcome all to the Green Hill Graduation Day. My name is Katharine Taylor. I couldn't be prouder than I am at this moment; not only to be graduating myself, but to see my



friends graduate too. Today is about the celebration of our achievements and about taking the next step.

I remember starting at this school 5 years ago as a young and shy girl. I was frightened of the big kids, scared of the teachers and terrified of the homework. But, things have changed since then. I've become more confident in my schoolwork, my abilities and myself. And today, here I am giving a speech at our graduation ceremony in front of so many people, some of who I hope will be lifelong friends.

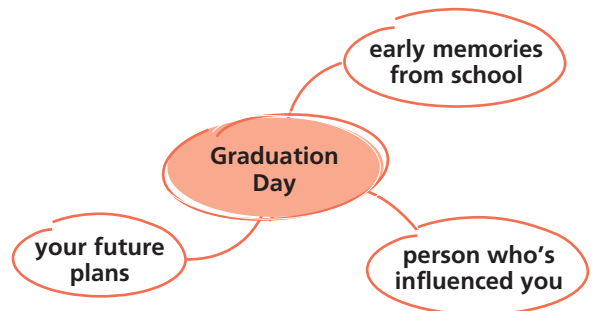
The person who has inspired me the most is our very own Mr Porter. I remember in my first year here, Mr Porter taught me English. Even back then I wanted to become an author, but didn't believe it could ever happen for me. He told me that if I really wanted it and worked hard then it was possible. He gave me the motivation I needed, and for that I can't thank you enough, Mr Porter.

In the future, I hope to become a writer. Authors can have a huge impact on the world. If we look at the works of William Shakespeare, or more modern work by authors such as J.K. Rowling, we can see that these people don't only write fantastic plays or stories, but their work also influences young minds. Making a difference is something each and every one of us here today can aspire to do.

I think that none of us really know how much potential we have, and by working hard and being determined, we can all fulfil our dreams. After all, William Shakespeare once said, "We know what we are, but not what we might be." So let us all take the next step and discover who and what we might be.

Congratulations to us all and thank you for the time we've spent together and more importantly, for the memories that we've made. Thank you.

- b) Talk about your Graduation Day: *What are some of your early memories from school? Who influenced you and how? What are your future plans?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



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

Your turn

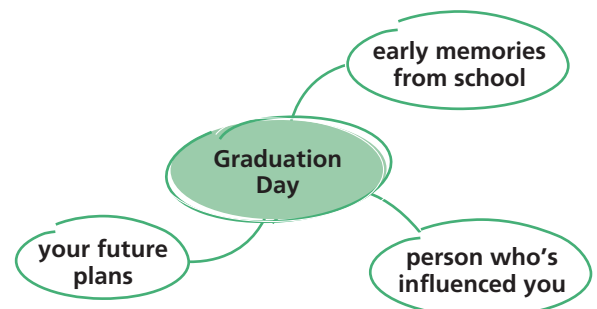
Graduation Day

Imagine your class is graduating today from the New York Harbor School. Give a speech to your fellow students, their parents and the teachers.
(Student's Book, Module 8a, pp. 118-119)

Organising ideas

- 3** a) Read the text about New York Harbor School on p. 118 in the Student's book and watch the Video Module 8 – New York Harbor school.

- b) Talk about your Graduation Day: *What are some of your early memories from school? Who influenced you and how? What are your future plans?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Opening/Closing techniques

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

- A** ☐ Today is the last time we'll all be here together. But, I'll be sure to keep hold of all the memories we made forever. Today is the day we graduate and move on to new things. I'm sure each one of us can look forward to what the future brings.
- B** ☐ I remember first thinking about graduation and how far away it seemed. Years of hard work and different experiences lay ahead of me. Now, all too quickly, here I am, congratulating all of us on our graduation day.

- 1 narrating a personal story 2 using a rhyme

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

- A** ☐ Remember that this is just the first day of the rest of your life. What comes next is up to you.
- B** ☐ Before we end, I want us to look at these pictures and take a moment to remember all of the experiences we've shared and the lasting memories we've made together.

- 1 making a statement 2 using visuals

Finding quotations

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

Now that we have graduated high school, let's make the most of our achievements. After all, as Vince Lombardi, an American coach once said, "The measure of who we are is what we do with what we have."

As the Greek writer, Nikos Kazantzakis said, "In order to succeed, we must first believe that we can." And after today, I think each one of us believes we can succeed.

Finding visuals

- 6** Find appropriate visuals for 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 Ex. 4. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

Greeting: Good afternoon fellow students, teachers, parents and guests.

Introducing yourself: I'm ...

Welcoming: I'd like to take this opportunity to welcome you here to the New York Harbor School's Graduation Day.

Introducing the topic/Opening technique (setting the scene): Imagine setting sail on a voyage; we're on the open water, but this time instead of our teachers being around to help, we're on your own! Well, that's what today is like. This special day marks the end of our school experience and the beginning of an exciting new journey for each of us.

Main body

Early memories from school: I've always/I used to be/I was ... But when I arrived at the school, I didn't know ... Since then, so many things have changed. I ..., which is something I never imagined I'd be able to do.

Person who's influenced you: I don't think I'd be here graduating today/I couldn't have made it this far if it wasn't for ... When we were ... I remember ... told me, ... He/She is truly inspirational.

Your future plans: In fact, ... is the reason I want to become ... The work of ... is now more important than ever. All of us here, are ... to work in ... and I think we can make ..., not only here ..., but the world.

Conclusion

Summarising points: So, your journey begins right now, today.

Closing technique (asking a rhetorical question): It might not just be a journey to college, university or a full-time job, but it could be one that takes you all around the world, couldn't it?

Congratulations: Congratulations everyone and remember, we are the new wave in an ocean of ideas./Congratulations and good luck to each and every one of you both now and in the future!/Congratulations on all of your hard work and good luck in your careers ahead!

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

A Graduation Speech

Imagine your sister/brother/best friend has graduated from university. Give a speech to congratulate her/him on her/his accomplishment at a family celebration.

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



Family and friends, thanks for coming here tonight to celebrate my sister Victoria's graduation. Seeing my older sister achieve one of her greatest ambitions makes this one of the proudest days of her life and mine, too.

Victoria, even when we were kids, you always showed such enthusiasm to help sick animals. To be honest, I've lost count of how many injured birds, cats, dogs and even the odd snake ended up in our house, not to mention the fright some of these animals gave me [chuckles].

So, it was no surprise that veterinary science became your passion. But it wasn't an easy journey for you. You had a rigorous course as well as shift work at the veterinary hospital and late nights at the library studying for exams. Sacrifices were made. I've never seen dedication and determination like yours. You're the perfect example of what we can achieve if we put our minds to something.

Today's graduation marks 5 years of hard work, but it's just the start of your career as a vet. I'm excited to see you grow professionally and personally and to witness where your career takes you.

I'm sure you'll have a very successful career as a vet. After all, as the Brazilian athlete, Pelé, once said, "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do".

So now I'd like to ask everyone to raise their glasses and join me as I say congratulations to Dr Victoria Hanson. To Victoria!



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

Your turn

- 3 a) Think about your brother/sister/friend: *What early memories have you got of them? What were their university days like? What do you wish for him/her in the future?*

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

Plan & Useful Language

Introduction

Greeting: Good afternoon everyone and welcome.

Introducing the topic/Opening technique (asking a rhetorical question & making a statement): *I'm sure everyone here has experienced at least one unforgettable day in their lives, haven't they? Well today, seeing my sister/brother/best friend (name) graduate from university is one of those days for me.*

Main body

Early memories: *(name), from an early age you were You always wanted to/You loved So, ... was the only way to I was glad ... because*

University days: *When it was time for you to go to university, your decision to study/You really worked ... and I know You studied .../joined ... /took on You had an amazing*

Future wishes: *Today, ... years on, your graduation is a result of all your efforts to become I'm over the moon with your accomplishment/achievement and I look forward to seeing you succeed.*

Conclusion

Summarising points: *I'm certain you'll have a flourishing/successful career in*

Closing technique (making a statement): *Because, my dear brother/sister/friend, hard work always pays off in the end!*

Ending: *So please, raise your glass with me to congratulate To ...!*

Model analysis

Retirement of a Favourite Teacher

Imagine you are a student at a secondary school and you have been asked to give a speech at the retirement ceremony of a teacher.

1 a) Read Greg's speech.

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



Good afternoon. I'm Greg Allinson from class 12B. We're here today to say goodbye to Mrs Hathaway, who is retiring from the History Department at Homeways School after

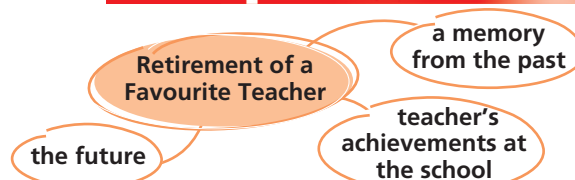
32 years. In one of our lessons about ancient Greece, Mrs Hathaway taught us about the Greek philosopher, Plato, who said "All learning has an emotional base." This is true and it's the reason why Mrs Hathaway was such a good and popular teacher; she knew how to connect with us, make History relevant to our lives, and even be our friend.

Mrs Hathaway began her career at Homeways School over 30 years ago. In fact, she taught History to both my parents and their friends and they all have great memories from her classes. One of my dad's favourite stories is about the time Mrs Hathaway got her class to re-enact the Battle of Waterloo on the school playing field!

Mrs Hathaway's love of History wasn't just visible in the classroom. She started the Historians' Day Out Club and took us on great trips to some very interesting historical sites and museums. She also arranged for historians to come and talk to us. We've had visits from such people as author Tom Holland, Lucy Delap from Cambridge University and even Tony Robinson from the TV programme *Time Team*.

Mrs Hathaway has spent the last 32 years of her life making the lives of everyone around her better, but she isn't going to stop just because she's retiring! She's joining Teach Britain, a voluntary programme that helps adults learn new skills. So I guess you can take the teacher out of the classroom, but you can't take the classroom out of the teacher!

So here's to Mrs Hathaway – a great teacher and friend. Mrs H., I hope you've enjoyed teaching us as much as we've enjoyed being taught by you. Thank you and happy retirement!



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

Your turn

3 a) Think about the retirement of a favourite teacher: *Narrate a memory from the past. What were his/her achievements at the school? What are his/her plans for the future?*

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 & Useful Language

Introduction

Greeting: Good morning/afternoon.

Introducing yourself: I'm ... from form/class ...

Introducing the topic/Opening technique (setting the scene): We're here today to say goodbye to Mr/Mrs/Ms ..., who is retiring from the ... Department at ... School after ... years. Now, I want you all to imagine dropping a pebble in a calm lake and watching the ripples spread out across the still water. Mr/Mrs/Ms ... is like that pebble: over his/her career, he/she has touched the lives of many students.

Main Body

A memory from the past: Mr/Mrs/Ms ... started teaching at ... School nearly ... years ago. We all have wonderful/special memories from his/her ... classes, such as ... when he/she ... His/her ... really made ... come alive.

Teacher's achievements at the school: It wasn't just his/her ... lessons that made Mr/Mrs/Ms ... a fantastic/much-loved/inspiring teacher, however. He/She set up the ... Club. As a member of this club, I can tell you ... In fact, ...

The future: Mr/Mrs/Ms ... has been busy throughout his/her teaching career but he/she's not going to spend his/her retirement relaxing. He/She's ... He/She's inspired thousands of students during his/her time at ... and I know he/she will go on to ...

Conclusion

Summarising points: Mr/Mrs/Ms ..., you have been an amazing teacher and your influence has reached far beyond your classroom walls.

Closing technique (using a quotation): As the American historian Henry Adams said, "A teacher affects eternity; he can never tell where his influence stops."

Ending: Thank you so much for everything, Mr/Ms/Mrs ... Happy retirement!

Model analysis

A Congratulatory Speech

Imagine the members of an after-school club have won an international competition and you, a member of the students' council, have been asked to give a presentation congratulating them.

- 1 a) Read Angela's presentation congratulating the members of her school's Environmental Club.
- b) Copy the spidergram into your notebook and complete it with information from Angela's speech.

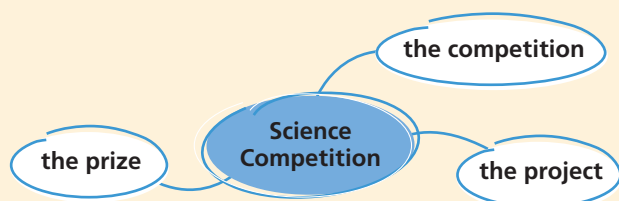
Hello everyone! My name is Angela Guest and I'm a member of the Student Council. Let me ask you: do you ever think about what you can do to help the environment? ... Well, the members of our school's Environmental Club do, and recently they came up with a great idea which won them first prize in a major science competition!

This competition – Frontiers of Discovery – is an international contest. It's open to students from anywhere in the world, so it's very tough! The theme this year was 'Green Technology' and our team's project focused on reducing our carbon footprint through the use of technology. The team were very dedicated and they spent a long time in the library and the lab researching, studying and testing. In the end, they came up with a way to make electronic gadgets work so that they consume less energy, thus reducing our carbon footprint. It's a bit technical for me, but in a minute the team will come up and explain to us how their idea works.

The prize for the Frontiers of Discovery contest is £5,000, and a two-week trip to visit London, UK. On this trip, the winners will explore the Science Museum, the Natural History Museum and many other research institutes that will encourage their passion for science and changing the world. I hope they all have a wonderful time!

So thank you for your hard work and great ideas. You truly deserved to win this contest. In the words of Albert Einstein, "To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science", and you've proved to all of us how to make this possible. On behalf of all of us here today, congratulations!

Now let's invite them to the stage to say a few words ...



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

Your turn

- 3 a) Think about a school's club: *What competition did they enter? What was their project about? What was the prize?*
- b) Practise and give the graduation speech from Ex. 1 or make your own using phrases from the Plan & Useful Language box and your ideas from Ex. 3a.

Plan & Useful Language

Introduction

Greeting: *Good morning/afternoon.*

Introducing yourself: *I'm ... I'm on the students' council, and I am here to represent our class in congratulating ... of the ... on their recent accomplishment.*

Introducing the topic/Opening technique (making a statement): *For many of us, competition is about hard work, dedication and patience, but ... have shown us that creativity is most important with their submission to an international ... competition, which has won first prize.*

Main body

The competition: *This competition is called the ... contest. It's extremely ... because it is ...*

The project: *...s project is a ... about ... They spent a long time researching ... They studied/interviewed/filmed/experimented with ... Their ... is a(n) interesting/fascinating/ground-breaking piece of work that ... In a few moments, we'll have ... come up to explain more about their project and ...*

The prize: *So what did ... win? Well, the ... contest awarded them ...! They also won a trip to ... in ... There they will have the opportunity to explore ... like ... I'm sure they will have a ... time and learn a lot too!*

Conclusion

Summarising points: *So to you, ... , on behalf of your fellow students, the teachers and the staff, I offer sincere congratulations for this amazing achievement. This contest was an excellent chance for you to express your unique ideas and you deserve this success!*

Closing technique (asking a rhetorical question): *After all, doesn't everyone appreciate the talent and skill it takes to create something as special as ... have done?*

Ending: *Please everyone, let's have a round of applause for ... and welcome them to the stage to say a few words ...*

Toasts

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

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

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

1 Mum, it's great to be here today, enjoying one of your home-cooked meals, just like when we were kids. In those days, you were always there for us, and now we're grown up and we've left home nothing has changed; you're only ever a phone call away. In fact, whenever something happens you usually call us before we call you! So I guess the old proverb is true, "A mother understands what a child does not say." You certainly understand us, Mum, and we're so grateful for all you've done for us. So let's drink to you; the best mother that anyone could wish for. To Mum!

2 Karen, we were all so proud of you when you graduated from university with a first-class degree in Journalism. We're even prouder now that you've found a job with one of the country's leading newspapers, and we all look forward to reading your name in print. So everyone please join me in raising a glass to Karen. We wish you success and hope you will always take pleasure in your work. To Karen.

3 John and Ruby, let me just congratulate you again on becoming parents to not one but two beautiful baby girls. Little Alice and Charlotte are only a few days old, and they don't yet realise how lucky they are to be born into such a warm and loving family. I know you will both be amazing parents and your family will share many happy times together. Let's raise our glasses to the new mum and dad, John and Ruby. Congratulations!

4 Paul, it wasn't many years ago that you started at Jones and Jones Accounting, but your hard work and attention to detail quickly earned you a good reputation and attracted the attention of your superiors. Now, you're making the step from Junior Accountant to Manager and, as your supervisor, I couldn't be prouder. Everyone, raise your glasses and join me in a toast to Paul, our new Regional Accounts Manager. To Paul.

5 Lisa and Matthew, I'm so honoured to be here with you as we celebrate this wonderful news. You're an amazing couple and I'm so happy that you've decided to tie the knot. Lisa, Matt's proposal in Paris may have been a surprise to you, but we were all waiting for him to pop the question. You're both such great people and you belong together. So let's drink to you, Lisa and Matthew, on this happy occasion and wish you all the best for your wedding next spring. To Lisa and Matthew.

6 William, was it really four years ago that you started university? The time flew by for us as we watched you study busily while still participating in campus life. You have been well-rewarded with a brilliant degree and some great memories to carry with you. We are all so proud of you and wish you all the best as you leave university behind and move on to even greater things. Everyone please raise your glasses in a toast to William – may your future be a happy and successful one. To William.

7 Auntie Pauline and Uncle Ron, we're all delighted to be sharing the joy of this special occasion with you. Thirty years ago, you got married in a little village in Wales, and Mum tells me that your first home was a tumble-down cottage with only two rooms! Well, today you live in this beautiful house and you have got three children and a baby grandson on the way. Things are certainly different now, but what hasn't changed is your love for each other. So let me propose a toast – to love, marriage and my wonderful aunt and uncle. To Pauline and Ron.

8 It's wonderful to see you all here tonight as we celebrate the good memories we have from last year and look forward to the next. We've seen many changes in our circle of friends this year and, although we miss those who have moved abroad, we're excited about the new lives they're starting there. So let's drink to health and happiness for friends both present and absent. In the words of Rudyard Kipling, "Here's to us that are here, to you that are there, and the rest of us everywhere." Happy New Year, everyone!

A ☐ graduation

B ☐ Mother's Day

C ☐ new job

D ☐ engagement

E ☐ New Year

F ☐ birth

G ☐ promotion

H ☐ wedding anniversary

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 Venice on p. 16. Look at the possible questions Cassie thought of while preparing for her presentation.

- A How many people live in Venice?
- B By how much would sea levels have to rise in order to flood Venice?
- C Has Venice got existing flood defences?

b) Now look at the model presentation about African lions on p. 8. Imagine you are Rob. Brainstorm for one or two possible questions your audience might ask.

c) Look at the model presentation about self-esteem on p. 20. Imagine you are Gregory. 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 want to be popular and 'fit in', don't we? But how far would you go to be part of the crowd? These days, it seems that peer pressure is a big issue for teens, but there are ways to deal with it. Let me explain, and then you will have the opportunity to ask any questions you have during the question-and-answer session afterwards. / Let me tell you more and, if you have a question at any point during the presentation, make a note of it and you can ask me at the end.

2 Read the model presentation about the job of a snake catcher on p. 10. Introduce the Q&A session in the two different ways suggested above.

Inviting Questions

When inviting 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.** (This limits the range of questions you may be asked.)
e.g. Are there any questions about the effects of solanine poisoning?

3 Look at the presentation about Coalition for the Homeless on p. 18. 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** and **simple**.

e.g. Question 1: Can you buy hot food at the Grand Bazaar?

Answer: Yes, there are stalls selling 'fast' food, such as kebabs, and there are also many good restaurants in the alleys surrounding the Grand Bazaar.

Question 2: How many people celebrate Melasti?

Answer: Melasti is celebrated by the Hindu population in Indonesia – about four million people – and most of them live in Bali.

4 Now, imagine that members of the audience ask the questions in Exs 1b & 1c. Prepare short and simple 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:** *How were the Nazca Lines made?*

Answer: *OK, the lady at the back is asking how the Nazca Lines were made. The Nazca removed the red rocks on the surface of the desert, which exposed the white ground beneath.*

Question 2: *How can I focus on my strengths?*

Answer: *So you want to know how to focus on your strengths. Well, you can make a list of what they are. Then, every day, focus on one strength by using it in a new way.*

Question 3: *Where is the lowest point in Venice?*

Answer: *This gentleman over here is wondering where the lowest point in Venice is. I can tell you that it's the Piazza San Marco, which I talked about in my presentation, at just 64 cm above sea level.*

5 Read the tip above. Imagine someone has asked the following questions after the presentation about poisonous foods on p. 26. Repeat them for the rest of the audience to hear.

- A Are the leaves and stems of all types of potatoes poisonous?
- B What other plants are in the same family as tomatoes and deadly nightshade?

Tip!

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

e.g. **Question:** *What are the similarities and differences between the African lion and the other big cats?*

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 presenting self-esteem on p. 20 and a member of the audience asks: *How is low self-esteem linked to bullying? How would you avoid answering this question?*

b) Imagine you have just finished presenting Venice on p. 16 and a member of the audience asks: *What other cities are in danger if sea levels rise? 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:** *Which Melasti procession is the largest on the island?*

Answer:

- *I'm not sure exactly. I'm afraid I don't know. Let me get back to you later on that question.*
- *If you're interested in learning more about Melasti, you can find further information online. Just enter the keywords 'Melasti ceremony, Bali' into a search engine.*

7

Read the tip above. Imagine you have just finished presenting poisonous foods on p. 26. Someone asks you the following question and you don't know the answer: *How much solanine is in one potato leaf?* How would you respond?

Tip!

Throughout your presentation, 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

Upper-Intermediate | B2+

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