

Giving an effective presentation

- 1 (3.30) Read and listen to an extract from a student's presentation. What is the speaker talking about?



Give a presentation about one thing which, in your opinion, the world would be better off without.

There are two main reasons why I would like to put an end to it. Firstly, because of the mess it creates. When people get bored with it, they often spit it out onto the pavement where it gets trodden into the paving stones. It's almost impossible to clean off, and so, gradually, the pavements in our cities get more and more covered with ugly, dark blotches. The other thing I can't stand is the way it looks when people are chewing it. Maybe I'm a bit of a snob, but I think it looks really uncouth. The worst thing is when people blow ... er ... what are those things you can blow with it? The word is on the tip of my tongue. No, sorry, I can't remember. Anyway, it looks bad. I also think ...

- 2 What does the speaker say that means "I can almost think of the correct word, but not quite."

- 3 (3.31) Listen to three more extracts from presentations. What is each speaker talking about?

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

- 4 (3.31) Listen again. Complete the phrases the students use when they forget a word. Then write the word they have forgotten.

1 The word has just _____ my mind. _____

2 I can't quite remember what it's _____.

3 I can't put my _____ on it at the moment.

Speaking tip

Try not to panic if you forget a word while you are speaking. Just use one of the phrases from exercise 4 to admit it, and then find a different way to describe it.

- 5 Read the *Speaking tip* Then put the phrases below under the correct heading A–D.

It's quite similar to a ...

It would come in handy for ... -ing ...

A (police officer) would probably have one of these.

It's a word that means ...

A Specifying use

It's one of those things for -ing ...

It's something you might use for ...

It can be used to ...

B Describing appearance

It's one of those things that has (a handle)

It looks a bit like a ...

It's like a ... only (smaller)

C Mentioning associates

You'd find it in / on / near ...

It's something you'd expect to see if you were ...

You might need one of these if you were ...

D Giving a definition

It's a type of ... that ...

It's another word for ...

- 6 Play a word game to practise coping when you forget a word. Use phrases from exercise 4.

- Everybody in the class writes three nouns on three pieces of paper.
- All the pieces of paper are put into one bag.
- One pair takes the bag and has one minute to score as many points as possible. Student A takes a piece of paper from the bag and describes the word to Student B without saying (or spelling) the word. Student B has to guess the word. The pair receives one point for each word correctly guessed. You are allowed to 'pass' if you cannot guess the word, but only twice.
- The pair with the most points wins. If there's a tie, the pair with the fewest passes wins.

- 7 Think of your own answer to the question in exercise 1 and make notes.

- 8 Give a presentation. Begin with one of the phrases below and Beginning

I'd	put a stop to put an end to put a halt to like to see the back of do away with	because ...
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Correcting yourself

What I meant to say was ...

What I should have said was ...

Come to think of it ...

Or rather, ...

Paraphrasing

Or to put it another way ...

In other words ...

What I'm trying to say is ...

The point I'm trying to make is ...