



Presentations Language Game

Introducing and outlining the presentation
Hi everyone. Thanks for coming. Today I'm going to talk about (the role of sheepdogs in modern farming)
I'm very happy to see that so many of you could make it on such a cold/ hot/ busy/... day
My presentation will last for approximately (thirty minutes), and then I will leave about (10) minutes at the end for questions
Moving through the presentation
Moving onto the (second) part of my presentation
That leads us on nicely to the next point I want to deal with, which is (the economic prospects in the medium term)
If everyone is clear on that point, I'll move onto the next slide
Generalizing
Although this is a bit of generalisation, I would say that (Singapore is a cleaner city than Tokyo)
In the majority of cases, (girls outperform boys between the ages of 10 and 12)
Looking at the broad picture, (language testing in Japan does not have a particularly bright future)
Being specific and giving examples
To give an example from my personal experience, (two member of my family suffer from dyslexia)
I think I can illustrate this point by telling you about the time (I went to Tanzania on a safari holiday)
To be specific, (I mean the downtown area between 3 rd and 22 nd Streets).
Summarizing and recapping
As I said in my introduction, (the problem of homelessness is not going to go away)

To try to state the same point in an easier to remember way, (some of the great apes have the communicative ability of a one year old despite less access to English)
Let's look at what we have decided about (those three points) again
Describing visuals/ describing trends/ talking about numbers
On this (chart) here, you can clearly see (the trend in eating habits amongst the under 5s)
This diagram shows (the market shares of the 12 leading players in this field)
Although the figures (have been fluctuating quite a lot), I think this visual representation makes the general (rising) trend quite clear.
Dealing with questions/ asking for participation
At this point, I'd like to ask if anyone else has any questions or comments.
Does anyone else have any ideas on (how this problem can be tackled)?
Yes, the (gentleman at the back in the red shirt), what is your question please?
Asking questions (as a member of the audience)
Thanks very much for your presentation today; I think you made some very interesting points. However, I did have a question about what you said about (falling prices)
Sorry to interrupt, but can I ask (how you think this ties in with what Professor Jones said in the last presentation)?
Actually, I have two questions. The first is...
Bringing the presentation/ meeting/ conference to a close
Well, if no one else has any questions I will leave it there. Thank you very much for coming today.
I'm really sorry, but we seem to have run out time. If anyone still has any questions, I'll be happy to answer them individually.
And on that point, I will bring my presentation to a close. Thank you all for your kind attention.



Teacher's Instructions

Stage 1- Language Presentation

Photocopy one and a half copies per student. Cut up one third of the copies along the lines and throw away the parts in bold (the titles). Mix up the other cards and give out one set per pair of students. They should sort the cards into different categories of language that are used when giving presentations. You can tell them that there are 9 categories, that there are 3 per category and/ or the names of the categories, or you can use these as additional prompts in case they get stuck or that they can use to check their own answers. When one or two teams have completely finished, give out the additional (not cut up) copies for students to check their answers and to keep for reference.

Stage 2- Speaking game

Students should then shuffle up the cards and deal them out equally between them. They can look at their cards. The students will then take turns talking about a topic of their choice, trying to slip in the phrases on the pieces of paper they have into the presentation (the part in brackets on some cards is the part they should change to match their own presentation). They can speak as long as they like, but their partner can interrupt if they pause for more than 10 seconds. When they have used a phrase on one of their cards, they can discard that card, score one point, and their partner should continue the same presentation. If the presentation is brought to a close but they still have some cards left, they should continue playing from the start of a new presentation topic. The first student with no cards left in their hands is the winner.