



Unit 1 - Occasions



Lesson A: I really wish I'd been on time



Today's Lesson.

In this lesson, you will:

- Talk about what makes a good presentation.
- Do a listening activity where people are giving presentations.
- Learn new idioms
- Talk about regrets.
- Give a short 1 minute presentation with the title *Learning from my mistakes.*



Introduction.

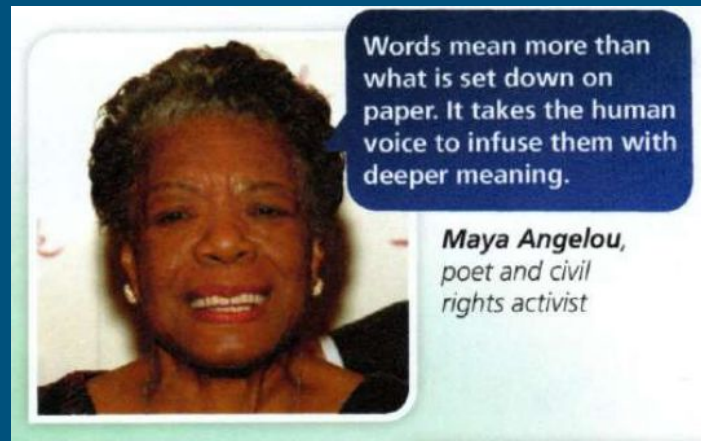
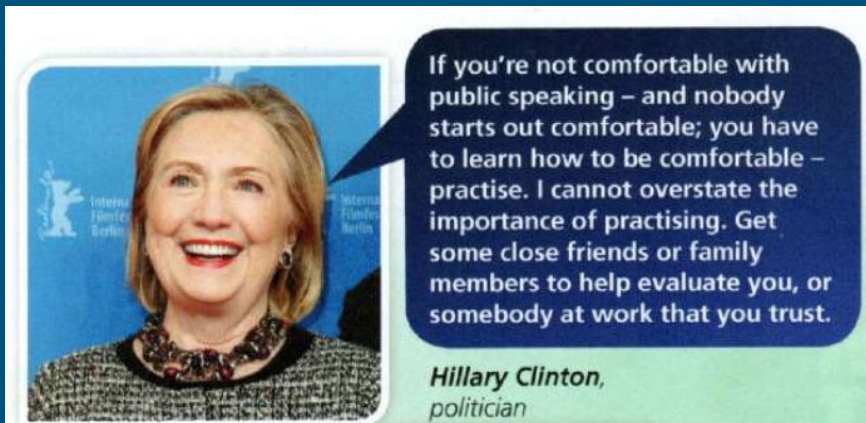
Look at the picture and answer the following questions:

1. Where are these people? What are they doing? How do you think they feel?
2. Why do you think they chose this venue?
3. What do you think happened in the 15 minutes before picture was taken? What do you think happened after?

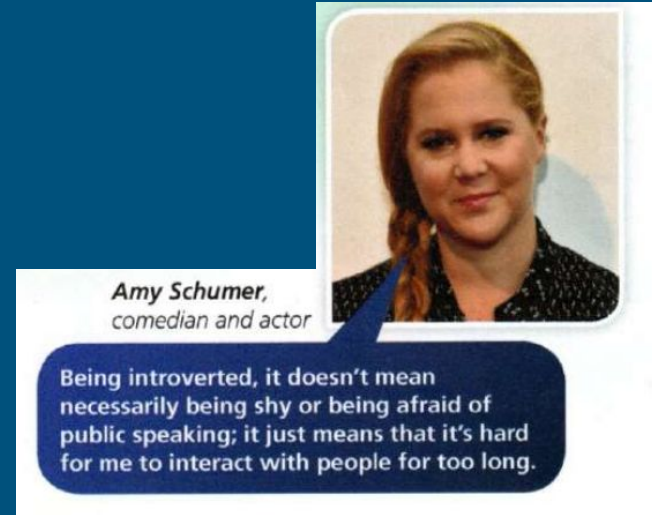
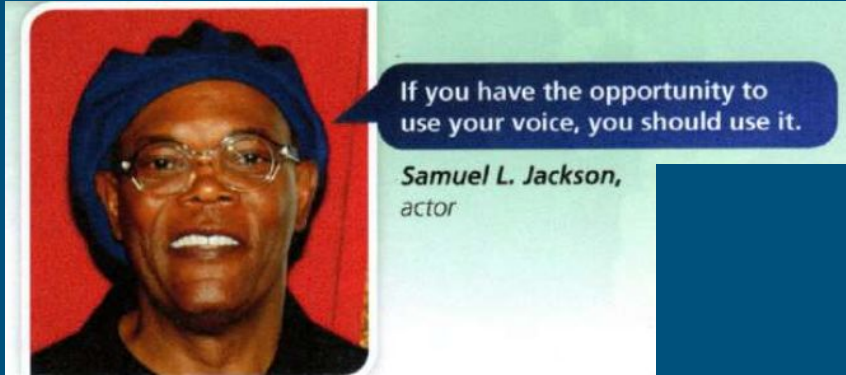


1. Speaking and vocabulary.

- a. Have you ever had to give a speech or presentation? What was the experience like? If not, how would you feel about doing this?
- b. Read the quotes. What does each quote tell you about the person's attitude towards giving speeches? Which quote do you agree with or relate to? Why?



1. Speaking and vocabulary cont.



c. What makes a good presentation? What kinds of things can go wrong?

- Make a list on the board. This list will be shared again while preparing TEST

1. Speaking and vocabulary cont.

d. Read sentences 1-5. Do you know what the verbs/verb phrases mean?

- 1 He kept **making** comments under his breath when he was supposed to be **addressing** the audience.
- 2 She lost her place whenever she **moved on to** her next point!
- 3 She **went into** far too much detail and **presented** the information in a confusing way.
- 4 He **demonstrated** their new approach, but it was all a bit boring.
- 5 He used lots of anecdotes to **illustrate** his points. It was brilliant!



Can you create some other sentences using the verbs/verb phrases?

1. Speaking and vocabulary cont.



e. Find the verbs or verbs phrases in **bold** in 1d that collocate with phrases 1-7 below. Listen and check your answers.

1. presented

2. demonstrated

3. addressed

4. moved on

5. went into

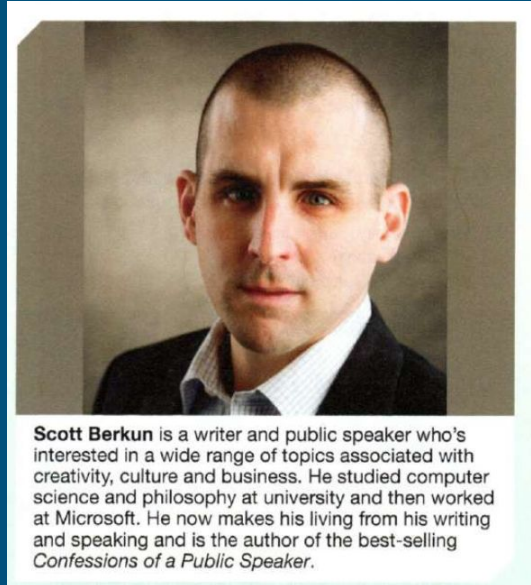
6. illustrated

7. making

- 1 _____ the results
- 2 _____ her understanding
- 3 _____ a conference
- 4 _____ a different topic
- 5 _____ the finer points
- 6 _____ the concept with examples
- 7 _____ throwaway remarks

2. Reading.

- a. Read Scott Berkun's advice and survival tips on giving presentations and speeches. Which one of the four mottos do you think Berkun would agree with?
- i. Take care of how you prepare.
 - ii. Feel the fear, go through it and keep going.
 - iii. Aim for perfection.
 - iv. Keep explaining again and again until they get it.



2. Reading.

Don't Be BORING!

How to feel the fear but speak well in public

You've either seen it or you've experienced it yourself: a person standing up in front of a large group. There's no microphone or, if there is, it makes a terrible feedback noise. The person can't be heard, and they say 'um' and 'er' after what seems like every second word. Then they click through their slides too fast and then go back and get themselves in a state of total confusion. Or maybe the projector just gives up the ghost and there are no slides at all.

If this happens to you, you probably feel like you just want to vanish into thin air. If you watch it happen to someone else, you either fall asleep or you desperately want to run out of the room. Public speaking can be one of the most terrifying things you have to do in life. But people have to do it all the time – when they study, in their job and at important events with friends and family.

2. Reading.

The fear factor

So, how can you make it better? How can you get over the fear? Scott Berkun, author of *Confessions of a Public Speaker*, suggests that we don't. He thinks we should just own the fear and try and use it to our advantage. There's no doubt that standing up alone in front of a group is never a fun thing to do. It's a little like being in the middle of an open field when you know there are all sorts of dangerous animals nearby. It triggers a classic fear-response scenario that's as old as humankind. Our natural instinct is to run. But, at the same time, our body is pumping adrenalin and this can give us energy and help us focus. Adrenalin can help us do a good job.

2. Reading.

A little narrative goes a long way

Berkun is also a great believer in making sure you have prepared by honing your ideas so that you get them across as effectively as you can. What are the key points you want to make? Work out the most direct way of conveying these to your audience. It's worth remembering that if you wrap your message up in a story, it'll probably have more impact. Storytelling is a very old skill, and audiences usually have a positive response to a message inside a narrative.

2. Reading.



Just moving on, folks ...

But how do you respond when things go wrong? Berkun suggests that disaster often invites more disaster. So when you get up to speak, don't apologise for all the things that you don't think are perfect. This starts you off on the wrong foot and doesn't motivate the audience to pay attention to you.

Once you get underway, the trick is just to keep going no matter what happens. If you say you're going to make four points but actually end up making just three, it's likely that almost no one will notice. And if a couple of slides are in the wrong order, just apologise and move on. No one will care that much. Well, you will, but what counts here is what the audience thinks, and they're probably nowhere near as critical as you are.

Even the most accomplished public speakers have good and bad days. And most speakers feel some degree of fear or anxiety at some time. But if you've done your preparation and you greet your audience with confidence, half the battle is won, and your speech will probably be OK!

2. Reading.

Scott Berkun's Survival Tips

Berkun's book has a lot of other commonsense tips on how to survive the ordeal of public speaking. Here are some really useful ones:

- Remember the big *R*: research. Make sure that the content of your presentation is thoroughly researched and well planned. This gets you off to a good start.
- Practise, practise, practise. If you practise, you'll be better equipped to deal with unforeseen events while you're speaking – unexpected comments and problems with equipment.
- Don't be boring! This should go without saying, but Berkun continues, 'If you are, the worst you'll do is meet expectations.' This is great advice because it's so reassuring – you don't have to be exceptional, just good enough.
- Arrive early and sit in one of the chairs that your audience will be in. This will help you empathise with the people you're talking to. They will sense it and like you more as a result.
- Find out what they think: don't forget to ask for feedback after your speech or presentation. Talk to someone who you know will be honest and listen to what they have to say. This will help you the next time around.

2. Reading.

b. Read the advice and survival tips again. Write notes under the following headings. Compare your ideas with a partner.

1. People's fear of public speaking.
2. How fear can help.
3. Communicating your ideas effectively.
4. Coping with delivery problems.
5. Ways to prepare and understand.
6. Understanding your audience.



c. Imagine you have to give a talk or presentation. Which piece of Scott Berkun's advice is most relevant for you? Why?

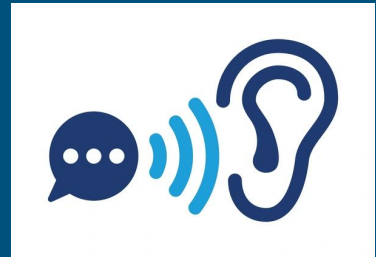
Watch.

- Watch the short presentation. Discuss the following questions.
1. What was the point of the presentation?
 2. What were the mistakes that were made? Explain.
 3. What would you improve or change? Why?
 4. Would you give any of Scott Berkun's advice to the presenter?

<https://youtu.be/87C0rN0JU40>



3. Listening.



a. Which of these, 1 or 2, would you feel more comfortable doing? Why?

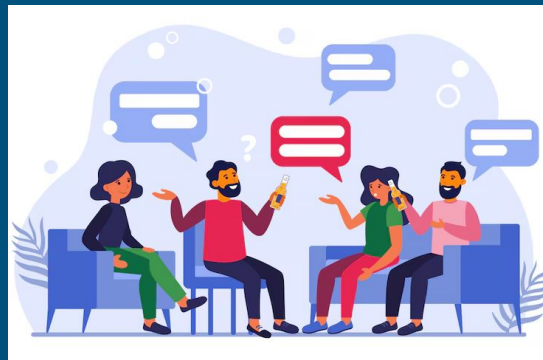
1. a presentation for work/school/university
2. a speech for a relative's or friend's birthday/anniversary/wedding

b. Listen to three people talk about giving a speech or presentation. Answer the questions.

1. Why were they giving a speech?
2. What went wrong?
3. What was the outcome?



3. Listening.



c. Discuss the questions.

1. Do you think Rob should have refused to be best man? Why/Why not? What is your opinion of Jessica's reaction?
2. What are Chantal's suspicions about the missing file? How likely is it correct? How would you react in this situation?
3. How do think Milos could have regained control when he got distracted during his talk?



Idioms: Plans into action.

1. Complete the idioms in bold with the words in the box. Then listen and check.

good went threw recipe
yourself made out words

- 1 I just **threw** myself into it.
- 2 They make me **feel right** **out** of my depth.
- 3 I thought I'd **made a** **good** job of it.
- 4 Always make a copy; otherwise it's a **recipe** for disaster.
- 5 I just explained the whole project, and it **went** like clockwork.
- 6 The managers were all impressed, and I really **made** my mark.
- 7 I couldn't go on; I was completely **lost for** **words**.
- 8 I was sort of saying to myself, 'C'mon, **get a grip on** **yourself**.'

2. Match the idioms from the previous exercise with their meanings.

- | | | |
|---|----------|---|
| a | 4 | likely to cause serious problems |
| b | 7 | not know what to say |
| c | 3 | do something well |
| d | 8 | regain some self-control when upset or stressed |
| e | 1 | get fully involved in something new |
| f | 5 | go very smoothly without problems |
| g | 6 | impress somebody |
| h | 2 | feel it's too difficult for you |

4. Regrets.

1. How would you define the word **regret**?
2. What do you think is a common regret people have?
3. Do you think people have different regrets depending on their age?
4. Watch the video of people of different ages expressing their regrets.



<https://youtu.be/N8i6rUL4UIY>



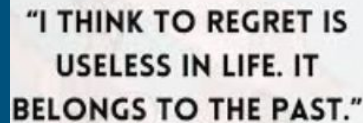
4. Regrets.

After watching the video, answer the following questions.



IN THE END,
WE ONLY
REGRET
THE CHANCES
WE DIDN'T
TAKE.

1. How did the younger people's and the older people's regrets differ? Were there any similarities? Give examples.
2. What was a common regret people had?
3. Why do you think some people don't have any regrets? Why?
4. To what degree do you agree with this quote? Explain in detail.



"I THINK TO REGRET IS
USELESS IN LIFE. IT
BELONGS TO THE PAST."

MARLON BRANDO

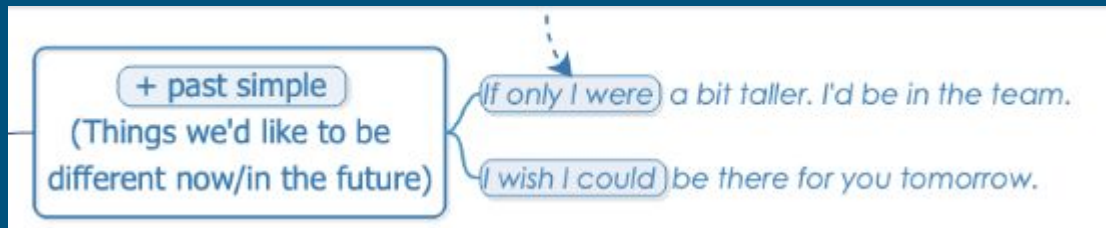




Do you know how to talk
about regrets??



4. Regrets.

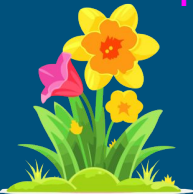


1. **wish/ if only + past simple**

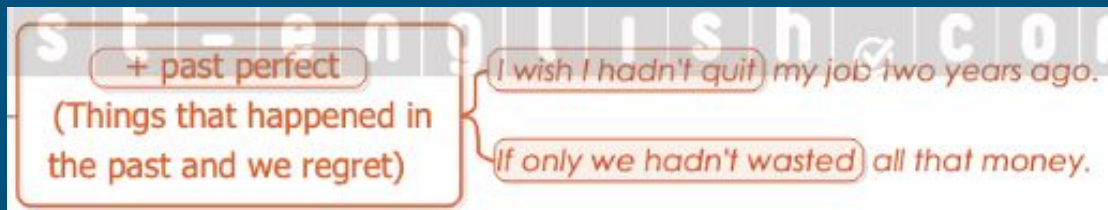
- We use this structure to talk present/future regrets. (real situations)

Examples:

- He **wishes** (that) he **was/were** better at maths. (Present - He's not good at math)
- They **wish** they **had** a bigger house. (Present- Their house is not very big)
- **If only** I **could go** to Rome with you next month. (Future - I can't go)



4. Regrets.



2. **wish/If only + Past Perfect** (had + participle)

- We use this structure to talk about past regrets.



Examples:

- She **wishes** (that) she **had studied** Mandarin at university. (she didn't study Mandarin)
- They **wish** they **had sold** their house before the stock market crash. (they didn't sell)
- **If only** I **had booked** online last night. (I didn't book online)

4. Regrets.

3. Past unreal conditionals (if + past perfect, would + have + participle/base verb)

- If I **hadn't gone** to the party, I **would never have met** that awful man.
- If he **had applied** for that job, he **wouldn't be** unemployed now.

4. Past modals (**could, should + have + participle**)

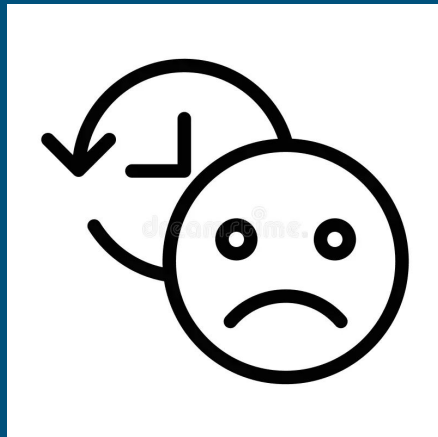
- I **could have timed** my talk better.
- I **should have left** earlier.
- We **should have checked** our luggage before leaving.



4. Regrets.

5. The verb **regret** + gerund (ing)

- She **regrets leaving** her old job.
- My brother **regrets studying** maths at university.
- I **regret buying** those shoes.



6. **Would like/ love + perfect infinitive.**

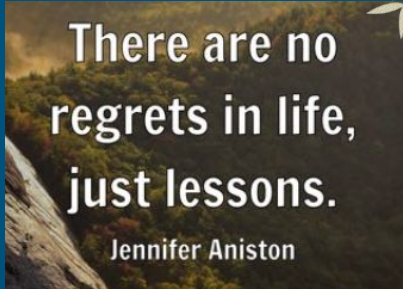
- I **would like to have spent** more time with you.
- She **would love to have eaten** at that restaurant.
- My family **would like to have traveled** to Australia last year.



4. Regrets.

Answer the following questions using some of the structures that were reviewed in the previous slides.

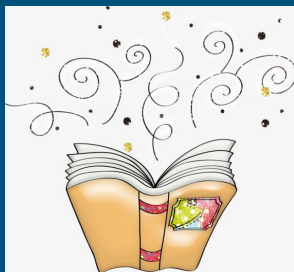
1. Do you regret giving up on something too quickly?
2. Have you ever regretted trusting someone too quickly?
3. Do you regret not learning a skill earlier in life? Which one?
4. Have you ever regretted a purchase? What was it?
5. Is there something you regret not saying to someone? What was it?



There are no
regrets in life,
just lessons.

Jennifer Aniston

5. Speaking.

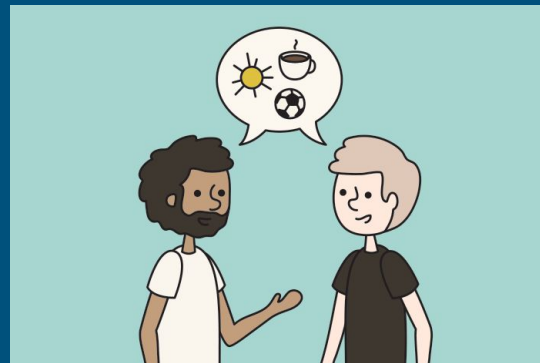


a. Now you are going to plan a one-minute speech with the title *Learning from my mistakes*. Talk about a personal experience of some kind.

Follow Scott Berkun's advice.

- Include an anecdote about your experience to get your point across.
- Practice your speech several times.
- Keep going, even if things go wrong.

You have 15 minutes to prepare.



5. Speaking.

Deliver your speeches to the rest of the class.

Speakers:

- Maintain eye contact with your classmates.

Listeners:

- Think of a question you can ask each speaker about their experiences.
Everyone **MUST** ask one question.



To end, here is a silly clip from the movie *We're the Millers*.



<https://youtu.be/pSW2FDXuFe4>



THANK
YOU



For your attention :)