Language for ...

one stop english

MACMILLAN DICTIONARY
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giving a presentation

Age: Adult / Young adult

Level: Upper-intermediate–Advanced

Length: 60 minutes (approx.) + time for students to prepare and give a 5 minute presentation, either individually or in pairs (this could be done over several classes)

Language Focus: Public speaking, key expressions for giving a presentation

Skills: Speaking, reading

Materials: One copy of the worksheet per student; if possible, a computer/projector with an internet connection in classroom (but this is not essential)

Aims: To allow students to effectively understand and use common expressions for giving a presentation, to equip students with both strategies and language to prepare a good presentation

What are red words?

Ninety per cent of the time, speakers of English use just 7,500 words in speech and writing. These words appear in the Macmillan Dictionary in red and are graded with stars. One-star words are frequent, two-star words are more frequent and three-star words are the most frequent. 'Language for' lessons are based on red words and encourage students to improve their English through communicative tasks using collocation and commonly used phrases. https://www.macmillandictionary.com/learn/red-words.html

1 If possible, begin the lesson by showing a brief presentation. For example, the presentation *How to sound smart in your TEDx Talk* could be used to ask students to identify some of the typical aspects of presentations (https://www.youtube.com/watch?v=8S0FDjFBj8o). Alternatively, you could choose a different video presentation, as long as it's short. This part of the lesson is just an introduction, so should only last a few minutes.

2 Tell students that in today's class, they will study language for giving a presentation. Hand out the student worksheets. Refer students to Exercise 1 and ask them to discuss the questions in pairs. Allow them a few minutes to talk, monitoring and taking notes as they do so. Once the time is up, identify who in the class has the most experience with giving presentations (perhaps this person can share some tips!) Finally, provide feedback, focusing on useful presentation-related vocabulary which may have come up (e.g. *slides, audience, bullet points*, etc.)

3 If possible, show a photo from the Netflix series *Stranger Things* (e.g. https://images-na.ssl-images-amazon.com/images/I/A1on6o1-ziL._SL1500_.jpg). Ask the class how many students watch the series. Then refer them to Exercise 2. Read aloud the initial introduction to the exercise and to Part a. Then allow students a minute or two to discuss the three questions in small groups. Monitor as they speak and, on the board, write some of the most relevant information which students have offered.

Note: *Stranger Things* is one of the most successful TV series of recent years. It spans the genres of science fiction and mild horror. Set in the mid-1980s, it follows a series of bizarre events in the fictional town of Hawkins, Indiana (USA). The main characters are a group of four young boys and a young girl who has special powers. Together, they investigate strange disappearances which seem to be related to the town's mysterious Department of Energy. We quickly learn that the town shares a portal with an alternate dimension, leading to all sorts of supernatural happenings.

giving a presentation

4 Now refer students to Exercise 2b. Read the instructions aloud. Set a time limit of a few minutes for students to individually read through the script for Abby's presentation. Monitor the class as they do so, helping weaker students to understand more challenging vocabulary. Once the time is up, ask students to work in pairs to compare their answers to the exercise. Finally, elicit the correct answers.

5 Refer students to Exercise 2c. Again, allow them a few minutes to work individually to reread the script and find the answers. Once they've finished, they should again compare answers in pairs. Then elicit the correct answers.

6 Read aloud the instructions for Exercise 3a. Ask students to work in pairs to complete the missing words, emphasising that they shouldn't yet look back at Abby's script. As they do the task, monitor the class and provide clues (e.g. for the first gap, ask students to think of a phrasal verb 'come _____' which means to arrive in an informal way). Once students have written their suggestions in the gaps, ask them to check their answers by looking back at Abby's script. Finally, elicit the correct answers.

7 Refer students to Exercise 3b. Perhaps correct the first sentence together as a class. Then ask students to work in pairs to complete the remaining sentences. For the more difficult sentences, give clues, such as telling students which exact word needs to be corrected. Finally, elicit the correct answers.

8 For Exercise 4, you will need to decide certain things before referring students to this part of the lesson. Prior to the lesson, you will need to decide:

- whether you are going to ask students to give a presentation either individually or in pairs (in larger classes, pairs would be a better option)

- whether students are going to prepare their presentations in class or as homework (bear in mind that students may take a while to prepare)

- whether you are going to ask students to prepare images and/or slides (e.g. PowerPoint) to accompany their talk

- when students will actually give their presentations (perhaps in the next lesson; perhaps divided over several lessons)

> 💡 **Teaching tip: One-to-one teaching**
> Preparing a presentation is also an ideal task when teaching one-to-one. In this case, both student and teacher could prepare the presentation together. When the time comes for the student to give the presentation, establish a formal atmosphere (e.g. the student needs to stand up, use a whiteboard, perhaps PowerPoint). If the student agrees, this could also be a great opportunity to record the presentation as a video or audio file, and you could both rewatch/relisten together during feedback.

Once you have decided on the above issues, refer students to Exercise 4. Allow them a moment to read through the instructions for a and b. Once everybody is clear, students are ready to start preparing. Remind them to incorporate the language and strategies suggested in this lesson. If doing the preparation in class, set a time limit (e.g. 15 minutes); if doing it for homework, remind students not to spend too long as their presentation must fit within the 5-minute time limit.

9 When the time comes for students to actually give their presentations, remind them about the 5-minute limit. At the end of each presentation, encourage other students in the class to ask some questions to the presenter. Also provide some brief

Language for …

giving a presentation

feedback on the presentation, focusing mainly on good language which the speaker has used.

10 Once all the presentations have been given, ask students to sit in pairs and discuss the questions in Task 5. Monitor them as they speak. Finally, provide general feedback on the presentations as a whole, focusing both on language and on the presentation strategies mentioned in this lesson.

KEY:

1
Students' own answers.

2a Students' own answers.

2b 5. Go through the four main points of the presentation;
4. Tell a short anecdote;
1. Introduce myself;
7. Invite the audience to ask questions;
2. Give a statistic to catch people's attention;
6. Give a concluding summary of the main ideas;
3. Include the audience by asking them a question

2c 1. False
2. False
3. False
4. True
5. True
6. False

3a 1. along
2. about
3. show
4. free
5. an
6. with
7. on
8. turning
9. thing
10. give
11. up
12. concludes

3b 1. I'd like to start **by** saying thank you to the organisers of today's event.
2. If you have any questions, **feel free** to ask now.
3. To put **a** number on it, $20 million was spent last year on cinema tickets.
4. In **real** terms, cinema profits have increased by 2%.
5. I'm just going to **illustrate** my point with a short story.
6. **Moving on / Turning** to the next point, let's look at the financial aspect of the issue.
7. The same trend can be seen in many countries. To **give** you an example, let's look at the Mexican market.
8. Just to **recap** the main ideas from my talk today …

Language for ...

giving a presentation

Worksheet

1 Warmer

Discuss the questions with your classmate:

- Do you often give presentations? Explain.
- Describe a time when you needed to speak in public.

  (e.g. a project in school, a presentation at work, a wedding, teaching a class, performing)
- In the US, 73% of people have a fear of public speaking. In your opinion, why are so many people afraid of it?
- Try to remember a really good/bad presentation you have seen (e.g. at at university, online). What made it so good/bad?

2 Text

Abby works in the television-marketing sector. Today, she is giving a presentation about the reasons for the success of the popular Netflix series *Stranger Things*.

a. **Before you read Abby's presentation, discuss the questions below with your classmates:**
Do you know anything about the series *Stranger Things*? If so, explain the basic story.

- The series is set in the 1980s. What movies and TV series were popular at that time?
- What do you understand by the word 'nostalgia'?

b. **To help her remember her presentation, Abby has prepared a short list of the items that she wants to include (below). Read the script of the presentation on the next page and put the items in the list into the order in which Abby mentions them.**

_____ Go through the four main points of the presentation

_____ Tell a short anecdote

___1___ Introduce myself

_____ Invite the audience to ask questions

_____ Give a statistic to catch people's attention

_____ Give a concluding summary of the main ideas

_____ Include the audience by asking them a question

giving a presentation

Abby's presentation

'Hi everybody. My name is Abby and I'm the Head of Marketing at Fortin Film Studios. **Thanks for coming along to my talk. Today I'm going to talk about** some of the reasons behind the success of the TV series *Stranger Things*. **As many of you know,** it's a very popular series. In summer 2019, the third season of the series was released, and **an estimated 40 million people** watched it in just the first weekend.

Before we begin, **can I just get a show of hands for all the people here who** actually watch *Stranger Things*? *(audience raise hands)* Oh, wow! That's a lot of people! OK, well I hope you enjoy the talk.

I'm going to begin with a short story from my own life. I'm a child of the 80s and one of my clearest memories is from one night when I was about 9 years old, cycling along a road with my friends. Basically, we all thought that we saw an alien! We had recently been watching *E.T.*, the famous movie about some kids who discover a friendly extra-terrestrial. Of course, I'm sure that what we actually saw that night was just some strange dog. But the memory has always stayed with me.

When I first watched *Stranger Things*, it took me right back to that memory. And **that's the first point that I'm going to talk about today**: nostalgia. The series is set in the 80s and it's about a group of kids who live in a town where lots of supernatural things happen. **But here's the surprising thing:** most of the people who watch the series aren't kids, they're middle-aged adults. The series has many references to 80s movies, music and styles, and adult viewers are keen to talk about these references, often on Facebook or Twitter. From a marketing perspective, this 'word-of-mouth' effect is a dream come true!

Moving on to the next point, it's important to mention how the international success of *Stranger Things* might be related to translation. The show's language experts pay a lot of attention to detail. **To give you an example**, in each country, they make sure to use the original translations for the titles of 80s songs or movies. And if they need to translate words which the series has invented, they do it in a way that sounds like language that was used in that country during the 80s.

Turning now to technology itself, another reason for the success of the series could be that it first appeared in 2016, at a time when Netflix began to allow users to download series instead of watching them online. This meant that in countries or regions with a slow internet connection, it was suddenly possible to watch online TV series.

As a final point to add, the success of the series is also financial. Because of its enormous popularity, lots of brands want to have their product in *Stranger Things*. We see characters drinking *Coca Cola*, eating *Burger King*, or wearing clothes from *H&M*. The third season of the show included products from dozens of brands, generating millions of dollars for the series.

So, to sum up, *Stranger Things* is one of the most popular TV series of the 21st century. And it owes its success to many factors, from its production to its context. The series sets a perfect example for anybody working in TV marketing these days.

That concludes my points for today. If anybody has any questions, feel free to ask now.'

giving a presentation

c. **Read the script again and decide if the following statements are True or False:**

1. Abby is not surprised by how many people in the audience know *Stranger Things*.

2. Abby mentions *E.T.* to give an example of a movie with very good marketing.

3. She says that marketing departments should spend more money on social media.

4. She believes that *Stranger Things* uses very authentic language.

5. Before 2016, internet users were not able to download TV series from Netflix.

6. Abby concludes that it would be difficult for a different TV series to follow the example of *Stranger Things*.

3   Language in Use

a. **Below are some useful expressions for giving a presentation. The highlighted expressions have been taken directly from Abby's talk, but some words are missing. Without looking back at Abby's talk, try to remember the missing words.**

Starting the presentation

Thanks for coming _____ **(1) to my talk.**

Today I'm going to talk _____ **(2) some of the reasons behind ...**

My talk today is concerned with ...

I'd like to start by saying ...

Including the audience

As many of you know, it's a very popular TV series.

... can I just get a _____ **(3) of hands for all the people here who** actually watch *Stranger Things*?

If anybody has any questions, feel _____ **(4) to ask now.**

Does anyone have any comments or questions?

Giving statistics

... _____ **(5) estimated 40 million people** watched it in just the first weekend.

To put a number on it, 80% of the population watch television daily.

In real terms, my company spends $3 million a year on TV advertising.

Telling an anecdote

I'm going to begin _____ **(6) a short story** from my own life.

I'm just going to illustrate my point with a short story.

If you'll allow me to tell you a short story as an example.

giving a presentation

Going through the main points

And **that's the first point that I'm going to talk about today**: nostalgia.

Moving _____ (7) **to the next point,** it's important to mention how

_____ (8) **now to** technology itself, another reason for the success of the series could be that it first appeared in 2016

As a final point to add, the success of the series is also financial.

Linking expressions

But here's the surprising _____ (9): most of the people who watch the series aren't kids ...

The information may seem obvious, but **let's look in more detail**.

The show's language experts pay a lot of attention to detail. **To** _____ (10) **you an example**, in each country, they make sure to ...

A good example of a "nostalgia" TV series is *Sabrina, The Teenage Witch*.

Finishing up

So, to sum _____ (11), *Stranger Things* is one of the most popular TV series of the 21st century.

That _____ (12) **my points for today**.

Just to recap the main points ...

In my talk today, **we've looked at the following things ...**

b. **Each of the sentences below contains a mistake with ONE word. Find and correct each mistake.**

1. I'd like to start for saying thank you to the organisers of today's event.
2. If you have any questions, feel yourself free to ask now.
3. To put number on it, $20 million was spent last year on cinema tickets.
4. In true terms, cinema profits have increased by 2%.
5. I'm just going to draw my point with a short story.
6. Turning on to the next point, let's look at the financial aspect of the issue.
7. The same trend can be seen in many countries. To put you an example, let's look at the Mexican market.
8. Just to recapitulate the main ideas from my talk today ...

Language for ...

giving a presentation

4   Communication

You are going to prepare and give a five-minute presentation. Your teacher will tell you whether to work individually or in pairs.

a.   Think of a topic for your presentation based on the idea below:

> The reasons for the success of a certain TV series / music album / film / book

b.   Prepare your ideas. If you are working in pairs, both students will present the talk together.

Try to include elements from Abby's list from Exercise 2b:

1. Introduce yourself
2. Give a statistic to catch people's attention
3. Include the audience by asking them a question
4. Tell a short anecdote
5. Go through the main points of the presentation
6. Give a concluding summary of the main ideas
7. Invite the audience to ask questions

You don't need to write a full script, just some simple notes with the main ideas. And remember, your presentation will only last for five minutes, so keep it short!

c.   Now you're ready to give your presentation. Good luck!

5   Discuss

Discuss the questions with your classmate:

- Are you happy with how your presentation went? Explain.
- If you had to give the same presentation again, would you change anything?
- If you have watched the presentations of your classmates, talk about which was your favourite.

Red Words
presentation***   introduce***   audience***   summary**   conclude***   talk (noun)***
estimated (adjective)**   point (noun)***   perspective**   move (verb)***   turn (verb)***
add***   sum (verb)**   set (verb)***   concerned (adjective)***   illustrate***   detail (noun)***