

Presentations

by Tim Bowen

Lesson length: 60-75 minutes

Main aim: presentation and practice of language useful when making presentations

Subsidiary aims: listening (or reading) for specific information; discussion of what makes a good presentation

Materials: Worksheets 1-5

Procedure

- 1 Ask the students to work with a partner and think of three things that make a good presentation and three things that make a bad presentation. Listen to their ideas and make a list of good and bad points on the board. Then give them **Worksheet 1** and ask them to decide which of the presentation features they regard as positive, which as negative and which as neither positive or negative. Ask them to do this exercise in pairs or small groups.
- 2 Listen to their ideas. Note that there are no categorical answers as these statements are all a matter of opinion. See the **KEY** for some comments and suggestions, however.
- 3 The next part of the lesson is intended to be a listening exercise but, if you prefer, you can also give **Worksheet 2** to the students as a reading exercise. You could follow either of the suggested procedures shown here.

a) Listening

- 4 Give the students **Worksheet 3** and ask them to look at Exercise A. Tell them they will hear a brief introduction of a presentation in which the speaker gives an outline (an overview) of what she is going to talk about in the presentation. Five stages are mentioned. Ask the students to listen and put the five stages in the order in which they are mentioned. Read the first two paragraphs of the presentation aloud to the class. Ask the students to compare their answers with a partner. Check their answers.
- 5 Now ask the students to look at Exercise B. Ask them what order they think these adverbial linking phrases will appear in the introduction. Then read the introduction again so that they can check their answers. Tell them that *firstly* is an alternative for *first of all* and that *secondly* can be used instead of *then*. *Thirdly*, *fourthly* and *fifthly* can also be used for listing sequences but *sixthly* is probably one too many!

- 6 Exercises C to E focus on specific language used to start, move on and end the presentation or sections of the presentation. In each case give the students time to read through the sentences first. Then read each section aloud so they can fill in the missing vocabulary. Highlight the expressions used. For example, *to move on*, *to sum up*, *let me start by -ing* and so on. Give the students a copy of **Worksheet 2** for reference.

b) Reading

Follow the same procedure as for listening but give the students **Worksheet 2** at the beginning. With Exercises C to E, ask them to try and predict what words go in the gaps and to check their answers in the text.

- 7 **Worksheet 4** focuses on the adverbial linking phrases used to give the presentation cohesion. Briefly recap the ones the students met in the previous presentation (*first of all*, *then*, *after that* and *finally*). Tell them they are now going to see several more examples of such phrases. Give them **Worksheet 4** and ask them to read the text. Then ask them to work with a partner and answer the questions in Exercise 1. Check the answers. Note that *All in all*, *however* is used if the speaker expresses a preference for the ideas expressed in the first part of the presentation. If he or she expresses a preference for the ideas expressed in the second part, the word *however* is not used.
- 8 Now ask the students to prepare a short paragraph of their own using the same adverbial linking phrases to give their paragraph a clear structure. This can either be done as an individual exercise or in pairs or small groups. Ask the students to look at Exercise 2. Then ask them to choose their own topics. Monitor their writing and give help where necessary. Make sure they have produced an accurate piece of writing. (This exercise could also be given as a homework exercise.)
- 9 Give the students a copy of **Worksheet 5** and ask them to fill the gaps with the adverbial linking phrases to make a complete presentation. This exercise recycles some phrases from earlier in the lesson but also introduces some new phrases. When they have finished, ask them to compare their answers with a partner and then check the answers in open class.
- 10 As a final stage (or for homework), ask the students to write a similar short presentation about a tourist resort or facility that they know. Ask them to use some of the adverbial linking phrases they have met in this lesson.

Presentations
by Tim Bowen**What makes a good presentation?**

Read these features of a presentation and decide if they are P (positive), N (negative) or 0

A good presenter ...

- 1 reads aloud from a prepared script.
- 2 uses lots of visual aids.
- 3 invites the audience to interrupt and ask questions whenever they want to.
- 4 gives an outline of the presentation at the beginning.
- 5 invites the audience to ask questions at the end of the presentation.
- 6 has a presentation that has a clear structure and development.
- 7 knows exactly what he or she wants to say.
- 8 uses visual aids to support the points he or she is making.
- 9 reads out what is written on visual aids.
- 10 makes regular eye contact with members of the audience.
- 11 lets the audience know when he or she is moving to the next stage of the presentation.
- 12 only looks up from his or her notes when there is a question from the audience.
- 13 moves around a lot.
- 14 speaks as quickly as possible.
- 15 delivers the presentation clearly but at a natural speed.
- 16 summarizes key points at the end of the presentation.
- 17 clarifies and elaborates points if members of the audience are not clear.

Presentations
by Tim Bowen**Extracts from a presentation****Part 1**

I'd like to start by welcoming you all here today. My name is Petra Schmidt and I'm the Marketing Manager for Green World drinks. The purpose of this presentation today is to bring you up to date with our latest products and with the latest developments in our company.

So, let me begin by giving you an outline of my talk today. First of all, I'll give you a brief account of the history of Green World drinks. Then I'll run through our current product range and describe all the exciting products we can offer your customers. After that I'll give you a brief description of some of the new products we are launching next month. Finally, I'll look at the future prospects for the company in an increasingly competitive market. May I invite you to ask any questions at the end of the presentation. Thank you.

Right. Let's start by looking at the history of Green World drinks. As you can see on this diagram, the company was founded in 1994 by two brothers who had the idea of producing 100% organic soft drinks. They started with just one product, Green World soda, and just one small room to produce it in! ...

... and that brings me to the end of this part of my presentation. I hope you now have a clear picture of how Green World began and its position in the market.

Part 2

So, to move on to the current product range. At the moment we have 15 different Green World products. These range from the original organic soda drink to the highly successful organic fruit juices made from local seasonal fruits. We believe that these have been particularly popular because they go against the modern trend of importing exotic fruits from around the world at great expense and also at a great cost to the environment. We use seasonal fruits such as cherries and apricots in our drinks and the sales figures show just how popular these are ...

... Right. That's our current product range. Now let me move on to the new products we are launching next month. If you look at this chart, you will see that there are seven new drinks in total and we are confident that each one will be a great success. So, let's look at them in detail. First of all, ...

... Good. I hope you now have a clear idea of the kind of products we are introducing this year. Now I'm going to turn to the future prospects of the company and how I believe it is going to perform in the face of some very strong competition in this sector...

... Ok then. To sum up. Green World is now a well established player in the soft drinks market in this country, focusing on organic drinks using local produce. We face strong competition in the soft drinks market overall but we feel we are in a strong position with our highly specialized products. Our plan to move into the export market should ensure that the company continues to grow in the coming years.

That brings me to the end of my presentation today. Now, if there are any questions ...

Presentations

by Tim Bowen

Listen to the presentation by the Marketing Manager of a soft drinks company and do these short tasks:

A. Order of the presentation

Listen to the speaker's introduction and put these into the correct order:

- 1 the current product range
- 2 the future prospects for the company
- 3 the history of the company
- 4 questions
- 5 new products

B. Adverbial linking phrases

Listen to the introduction again and put these expressions into the correct order:

- 1 after that
- 2 finally
- 3 first of all
- 4 then

C. Starting

Listen to the first part of the presentation and complete these sentences using the exact words the speaker uses:

- 1 I'd like to by you here today.
- 2 The of this presentation is to ...
- 3 Let me by giving you an of my talk today.
- 4 Right. start looking at the history ...

D. Moving on

Listen to the second part of the presentation and complete these sentences using the exact words the speaker uses:

- 1 So, to to the current product range.
- 2 Now me move on to the new products ...
- 3 Now I'm going to to the future prospects of the company ...

E. Ending

Listen to the second part of the presentation again and complete these sentences using the exact words the speaker uses:

- 1 OK then. To up, Green World is now a ...
- 2 That me to the of my presentation today.

Presentations
by Tim Bowen

Look at this short presentation.

There are a number of problems associated with cheap air travel. **In the first place**, the rapidly increasing number of flights means that the skies over major cities are becoming more congested and, as a consequence, potentially more dangerous. **Secondly**, the carbon emissions produced by these flights could have serious consequences for the environment and contribute to global warming. **Another problem** is the increased level of noise pollution, which is a particularly important question for people living near major airports. **On the other hand**, cheaper air travel has meant that many people who were previously unable to fly because of the cost can now enjoy holidays abroad. **Furthermore**, budget airlines now offer flights to a wide range of destinations that were not previously available through the national airlines. **Another advantage** of the age of cheap air travel is the fact that many budget airlines use regional airports and this is very convenient for many travellers. **All in all, however**, the disadvantages probably outweigh the advantages, especially as regards environmental factors.

1. Adverbial linking phrases

Look at the expressions in bold type and answer these questions:

- 1 Which one is used to sum up the argument?
- 2 Which one is used to change to the other side of the argument?
- 3 Which two expressions introduce a second or further point?
- 4 Which expression introduces the first point?
- 5 Which two expressions introduce opposing points?

2. Writing a short presentation

Now use the same adverbial linking phrases to prepare a short presentation. Keep the discourse markers in the same position but use your own ideas to complete the presentation. Choose your own topic.

There are a number of problems associated with **In the first place**
 **Secondly**,
 **Another problem is**
 **On the other hand**,
 **Furthermore** **Another**
advantage is **All in all, however**,



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More adverbial linking phrases

Use these words and expressions to fill the gaps in this extract from a presentation:

furthermore however in addition first and foremost apart from I'd like to begin
for example secondly last but not least as far as ... is concerned

- 1 by highlighting some of the key features of the High Alps holiday centre.
- 2, it offers visitors luxury accommodation in a beautiful alpine setting.
- 3, the centre is equipped with first-class sports facilities for all kinds of sporting activities.
- 4, the centre contains three restaurants, a self-service cafeteria, three bars and a terrace café.
- 5 the surrounding area, the High Alps holiday centre is close to some of the most dramatic scenery in the country.
- 6 the mountains with their opportunities for skiing and hiking, there are also a number of beautiful lakes in the vicinity.
- 7, we also have to remember that not everyone who visits the centre wants to engage in sporting activities.
- 8 Some people may simply want to relax or go shopping in the centre's designer shops,
.....
- 9 to shopping, the centre also offers a professional entertainments programme.
- 10, our highly trained staff are at your disposal 24 hours a day to cater for your every need. Enjoy your stay with us!

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Worksheet 1

Note that there are no categorical answers to these questions. The following are suggested answers plus some possible reasons.

1. N – this will be boring for the audience
2. 0 – this could be negative if the presenter uses too many
3. N – this will interrupt the flow of the presentation
4. P
5. P
6. P
7. P
8. P
9. N – this is unnecessary as the audience can already see what is written
10. P – this will establish personal contact between the presenter and the audience
11. P – this will help to make the presentation clearer
12. N
13. 0 – this could be negative if the speaker is constantly moving as this could be distracting for the audience
14. N
15. P
16. P
17. P

Worksheet 3

- A. 3; 1; 5; 2; 4
- B. 3; 4; 1; 2
- C. 1. start/welcoming; 2. purpose; 3. begin/outline; 4. let's/by
- D. 1. move on; 2. let; 3. turn
- E. 1. sum; 2. brings/end

Worksheet 4

Exercise 1

1. All in all, however
2. On the other hand
3. Secondly; Furthermore
4. In the first place
5. Another problem is; Another advantage ... is

Worksheet 5

1. I'd like to begin
2. first and foremost
3. secondly
4. furthermore
5. as far as ... is concerned
6. apart from
7. however
8. for example
9. in addition
10. last but not least