

Lesson 11: Presentations

Group size: any; also one-to-one
Level: pre-intermediate upwards
Lesson focus: presentations
Language focus: different ways of starting a presentation, describing charts and graphs, inviting and dealing with questions
Materials: one copy of the worksheet per student; one or more sets of Business Top Trumps cards

1 Beginning a presentation

These questions aim to introduce the topic of presentations and look, in particular, at how people in your students' countries begin presentations.

Extension: Talk about cultural differences when it comes to presentations. In the students' cultures, are presentations usually formal or informal? Do presenters wear formal business clothes? Does the audience interrupt the presenter to ask questions? If they do, is this considered acceptable or impolite? What was the last presentation the students attended like? Do they ever give presentations themselves?

2 Dealing with questions

Students put the words in the correct order to give them four standard ways of dealing with questions.

Key: a. *Feel free to interrupt and ask me questions during my talk.*; b. *There will be time for questions at the end of my presentation.*; c. *I'd like to come back to your question later, if I may.*; d. *Please keep your questions until the end when we will have a question-and-answer session.*

3 Charts and visual images

a. Students read the sentences and write in the missing words, which describe what kind of chart they can see.

Key: 1. *bar chart*; 2. *pie chart*; 3. *Gantt chart*; 4. *line graph*

b. From the context, students decide which of the four named Top Trumps employees are most likely to have said each of the sentences about the visuals.















Key:

<i>employee</i>	<i>statement</i>
<i>Jonathan (lawyer)</i>	4
<i>Michael (production)</i>	3
<i>Marco (IT)</i>	1
<i>Danielle (sales and marketing)</i>	2

4 Trend verbs

Students complete the table by adding the past tense of each of the verbs that are often used to describe charts and graphs in presentations. They should also draw arrows to show which direction the verbs describe. If they know any more similar verbs, they can add them to the box.

Key:

<i>verb / phrase</i>	<i>past tense</i>	<i>arrow</i>
<i>rise</i>	<i>rose</i>	
<i>fall</i>	<i>fell</i>	
<i>drop</i>	<i>dropped</i>	
<i>increase</i>	<i>increased</i>	
<i>stagnate</i>	<i>stagnated</i>	
<i>recover</i>	<i>recovered</i>	
<i>plummet</i>	<i>plummeted</i>	
<i>fluctuate</i>	<i>fluctuated</i>	
<i>sky-rocket</i>	<i>sky-rocketed</i>	
<i>decrease</i>	<i>decreased</i>	
<i>remain steady</i>	<i>remained steady</i>	
<i>level off</i>	<i>levelled off</i>	
<i>bounce back</i>	<i>bounced back</i>	
<i>soar</i>	<i>soared</i>	

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Extension: Bring in charts and graphs – for example, from newspapers or company brochures – or get students to find some on the internet. Then, have the students describe the images to each other in pairs, using some of the vocabulary they have learnt. The student who is listening could try to draw the graph that is being described, without looking at the original. They can then compare their attempt to the original image. How well did their partner describe the image? And how well did they understand the description?

5 Planning a presentation

Remove Vince, Jasmine, Dina, Dave, Su Lin and Marco from the Top Trumps pack. If the students are working in groups, you will need one set of cards per group of students. Students read the texts and other information and decide how each employee would approach the presentation they have to give. The topics of five of the presentations are given (although alternative titles could be decided upon by the students). Students should decide together what the topic of Marco's presentation will be.

Working in pairs or small groups, the students should discuss and make notes on all the points in the task. The notes will form the basis for the following task.

6 Giving a short presentation

Using their notes, each student gives one of the presentations they discussed in task 5. If you have a large class, divide the students into groups of 4 to 8 – they should give their presentation to their group. If the class is fairly small, the students can give their presentations to the rest of the class. After the presentations, the listeners should give constructive feedback.

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1 Beginning a presentation

1. How do people usually start presentations in your country and culture?

- a. by introducing themselves
- b. by stating a (surprising) fact
- c. with a joke
- d. in another way (How?)

2. Which way do you prefer? Why?

Language box – beginning a presentation

Introducing yourself

Good morning / afternoon, ladies and gentlemen.

My name is ... and I'm here today to tell you about ...

Stating facts

Did you know that ...?

It's a little-known fact that ...

Not many people realize that ...

Have you any idea how many / much ...?

Imagine that ... What would you do first?

Telling a joke

Let me tell you a story.

Something funny happened to me the other day.

2 Dealing with questions

Reorder the words to make sentences that you can use during a presentation.

- a. talk free to interrupt Feel and ask during questions me my.
- b. be the time for There at presentation end of will my questions.
- c. like later, to come I'd back to question may if I your.
- d. keep Please will questions until your the end when we a and answer have question session.

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3 Charts and visual images

1. a. Complete the sentences below each image using the following terms.

- pie chart
- line graph
- bar chart
- Gantt chart



1. On the _____, you can see how often customers access our website.



2. The _____ shows the division of sales worldwide.



3. As you can see from this _____, production has already fallen behind schedule.



4. Looking at the _____, we can see that the number of legal actions rose constantly in the first half of the year.

b. Which of these Top Trump employees is most likely to have said each of the sentences in task a?

employee	statement
Jonathan	
Michael	
Marco	
Danielle	

4 Trend verbs

Add the past tenses of the verbs in the language box. Add, too, an arrow to show which direction the verb describes. Add any more trend verbs that you know.

verb / phrase	past tense	arrow
rise	rose	↗
fall		
drop		
increase		
stagnate		
recover		
plummet		
fluctuate		
sky-rocket		
decrease		
remain steady		
level off		
bounce back		
soar		

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5 Planning a presentation

Vince, Jasmine, Dina, Dave, Su Lin and Marco have each been asked to give five-minute presentations at next month's general meeting.

Presentation topics

Vince	recent sales figures and the number of new customers, compared to last year's figures
Jasmine	the number of customer complaints and the time needed to deal with them successfully
Dina	changes in the cost and delivery time of purchased components
Dave	the number of accident reports in the past year and what is being done to reduce this number
Su Lin	the quality of the bought-in raw materials and the goods produced
Marco	_____

Read the texts on each card and ...

- ... decide what Marco's topic is;
- ... decide how each of them would start their presentation (refer back to task 1);
- ... decide how each of them would most likely deal with questions (task 2);
- ... brainstorm the content and three main points of each presentation;
- ... draw charts or graphs that they could use in their presentations;
- ... discuss which trend verbs could be used to describe the visuals (task 4).

Make notes at each stage.

6 Giving a short presentation

Using your notes, give one of the presentations you discussed in task 5.