Teacher's notes

Using Visuals in Presentations

Before you watch

A

This activity introduces the topic of using visuals effectively when giving a talk.

Students read the text of a talk and draw a line graph using the data.

B

Students discuss how often they have used charts and graphs previous presentations and why including them in a talk is helpful.

Video

For online classes, before playing the video make sure that you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, ask students to download it, and watch on their own devices.

A

This activity is designed to check students' comprehension of main ideas. Tell students to view the video and focus on the tips for using visuals effectively in presentations. Ask students to work individually or in pairs to determine if the statements are true or false. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1. true
2. false (Use visuals only when necessary.)
3. true
4. false (Visuals support the explanation in the talk.)
5. true
6. true

B

Have students watch the video again and listen for details about using visuals in a presentation. Ask students to work individually or in pairs to match a comment made about a visual and the tip from the video. Monitor and support. Check answers with the class.

Key:

1. c
2. a
3. d
4. e
5. b

C

This activity requires students to use the concepts from the video to think critically about two visuals, a bar graph and a line graph. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

Key:

1. a
2. b

Digital skills focus

A

This activity offers tips on creating effective visuals for online presentations. Emphasize that no matter what software students use for a presentation, the design principles remain the same. Ask students to work individually or in pairs to complete the sentences with the words given. Monitor and support. Check answers with the class.

Key:

1. template
2. font
3. slides, title
4. layouts
5. insert
6. share

Language focus

A

This activity has two purposes. The text serves as a model for the student's own brainstorming session on visuals needed in the Digital Communicative Task. It also reviews the vocabulary from the video.

Tell the students to fill in the gaps to complete the answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

Teacher's notes

If you are teaching an online class, set a timer for the individual practise so you don't disturb students by asking them if they've finished.

Key:

1.	complex	7.	trends
2.	spark interest	8.	overload
3.	visuals	9.	distraction
4.	story	10.	convey
5.	highlight	11.	memorable
6.	graph		

B

This activity is designed to focus students' attention on explaining graphs and charts. Emphasize the sentence stems:

The x/y-axis shows …

The blue area represents …

The choice of words can help support the story and communicate the speaker's point of view on the topic. Encourage students to refer to the visuals to select the correct statements.

C

This activity prompts students to brainstorm pictures they might use as visuals to bring out the emotional aspects of the story they are telling. In pairs or groups, have students research images on the internet that show the importance of affordable housing for a city. They should discuss the impact pictures have in persuading an audience. Encourage students to look for images that have strong emotional content.

For online classes, use break rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

Key

Student's own answers

Digital communicative task

A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Divide students into pairs or small groups. They should choose a topic for a persuasive talk. Ask the group to research a topic. They should collect statistics that they can put into a chart or graph. They will likely need time to do the research, and this should be included in the time allotted to the activity.

Once the research is complete, students create a visual that supports arguments in the talk. They should write an outline for a talk, using the visuals to tell their story.

Students can do their planning in a breakout room and present their written document to you at the end of the breakout session.

B

Give students about 10 minutes to do a short talk while the rest of the class observes. Encourage the observers to take notes about the effectiveness of the visuals and the story. Allow time for the audience to give feedback to the presenters after the talk.

Record their talks (if you can do this with the video conferencing software you use) and analyze their use of a data, the story, and descriptive language.