

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.

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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