

11.1 Presentations

Key phrases

Type of activity

Gap-fill

Time

20 minutes, with discussion

Level

Intermediate–Upper intermediate / B1–B2

Language focus

Presentations phrases

Group formation

Pairs or small groups

Preparation

Copy and cut up a set of gapped sentences cards and prepositions cards for each group.

Lead-in

Discuss how often the learners have to give a presentation or think they may have to in future. Talk about what is involved and what makes a good presenter.

Write the following headings on the board: Greetings and introduction, Preview, Body of the presentation, Review, Closing, and give examples. (These can be from the cards or other general examples of presentation language.) Then add the more specific categories of: Ordering, Moving on, Giving good news, Giving bad news, Using visuals. Explain that these additional categories can fit into the more general ones given above. Ask learners to brainstorm phrases that could fit into these categories. Write them under the appropriate heading.

Procedure

- Divide the class into pairs or small groups and give out the cards.
- Get the learners to work out which preposition is missing in each of the gapped sentences and see if the preposition they think completes the sentence is on one of the cards. Point out that most prepositions appear on more than one card. When they are sure that they have the correct preposition for a particular gap, the learners should write the preposition in the gap and put the relevant preposition card to one side. It will help the learners if they do the ones they are sure of first.

- When they have filled in as many gaps as possible, check answers and then get the learners to organize their sentences cards into the categories given above. As the specific categories are included within a more general category, some cards will belong to more than one category, for example, 'Bad news' and 'Body'.
- Discuss the answers with the learners (see Introduction).

Follow-up

The learners write down the sentences, with their categories, that they feel are useful for them.

The learners try to think of other phrases which fit into the various categories.

One-to-one

The teacher brainstorms phrases with the learner. Then the learner matches the cards and discusses them with the teacher. The learner and the teacher then discuss which category the sentences fit into.

Note

It is important to get learners to say these phrases aloud and to make them automatic. They need to be able to think on their feet in a presentation, and by repeating phrases aloud in an activity, it is possible to learn them in both a visual and an auditory way.

Explain the difference between internal and external presentations. Tell the learners that normally bad news would only come in an informative internal presentation and not in most external ones.

Vocabulary

to bring someone up-to-date to inform someone of the latest developments

chart a visualization (normally of figures or amounts) in the form of a diagram

figures numbers

to hand out/round to give written information to a group of people

premises a place where business is conducted, usually including buildings and grounds

product line a group of products which have something in common with each other

product range the products produced or sold by a company

to recap to review or repeat what one has said

sales results the actual amount which has been sold

sales targets the specific amount which is expected to be sold

Gapped sentences

<p>1 I would like to welcome you all _____ our new premises this morning.</p>	<p>2 For those who don't know me, my name is Fiona Henry and I am _____ Dowell, Inc.</p>	<p>3 I'm going to start _____ by showing you the latest figures.</p>	<p>4 Today you are going to hear _____ our sales targets.</p>
<p>5 The first part of my presentation will deal _____ new marketing strategies.</p>	<p>6 After that I am going to go _____ / _____ some new procedures.</p>	<p>7 Leaving this topic _____ the moment, I would like you to turn your attention _____ these sales results.</p>	<p>8 Now I would like to move _____ to the next topic.</p>
<p>9 This brings me _____ my next point.</p>	<p>10 If you would just take a look _____ this chart, you'll see what I mean.</p>	<p>11 I am going to hand _____ / _____ some information for you to look at.</p>	<p>12 We are extremely optimistic _____ our new product range.</p>
<p>13 We are very proud _____ the new product line.</p>	<p>14 We are sure that we are _____ the way to recovery.</p>	<p>15 In the last two years, our sales figures have fallen _____ five per cent.</p>	<p>16 It is clear to all of us that certain steps have to be taken to keep more problems _____ arising.</p>
<p>17 I would like to recap _____ what I have just said.</p>	<p>18 I would just like to point _____ the main issues we covered today.</p>	<p>19 And to sum up, we have complete confidence _____ the new products.</p>	<p>20 _____ conclusion, I feel it is necessary to mention that we will have to rethink some of our sales strategies.</p>
<p>21 I hope this presentation has brought you up-to-date _____ the latest developments.</p>	<p>22 Thank you all _____ taking the time to come here today.</p>		

Prepositions

to	from	off	about
with	over / through	for	to
on	to	at	out / round
about	of	on	by
from	on	out	in
in	with	for	

Key

Greetings and introduction (G&I)
 Preview (P)
 Body (B)
 Review (R)
 Closing (C)

Ordering (O)
 Moving on (MO)
 Visuals (V)
 Good News (GN)
 Bad News (BN)

<p>1 I would like to welcome you all to our new premises this morning. (G&I)</p>	<p>2 For those who don't know me, my name is Fiona Henry and I am from Dowell, Inc. (G&I)</p>	<p>3 I'm going to start off by showing you the latest figures. (P)</p>	<p>4 Today you are going to hear about our sales targets. (P)</p>
<p>5 The first part of my presentation will deal with new marketing strategies. (P, O)</p>	<p>6 After that I am going to go over / through some new procedures. (P, O)</p>	<p>7 Leaving this topic for the moment, I would like you to turn your attention to these sales results. (B, MO)</p>	<p>8 Now I would like to move on to the next topic. (B, MO)</p>
<p>9 This brings me to my next point. (B, MO)</p>	<p>10 If you would just take a look at this chart, you'll see what I mean. (B, V)</p>	<p>11 I am going to hand out / round some information for you to look at. (B, V)</p>	<p>12 We are extremely optimistic about our new product range. (B, GN)</p>
<p>13 We are very proud of the new product line. (B, GN)</p>	<p>14 We are sure that we are on the way to recovery. (B, GN)</p>	<p>15 In the last two years, our sales figures have fallen by five per cent. (B, BN)</p>	<p>16 It is clear to all of us that certain steps have to be taken to keep more problems from arising. (B, BN)</p>
<p>17 I would like to recap on what I have just said. (R)</p>	<p>18 I would just like to point out the main issues we covered today. (R)</p>	<p>19 And to sum up, we have complete confidence in the new products. (R, C)</p>	<p>20 In conclusion, I feel it is necessary to mention that we will have to rethink some of our sales strategies. (R, C)</p>
<p>21 I hope this presentation has brought you up-to-date with the latest developments. (C)</p>	<p>22 Thank you all for taking the time to come here today. (C)</p>		

Giving a presentation

Type of activity

Presenting and giving feedback

Time

15–20 minutes to prepare presentations

15–20 minutes per presentation, with feedback

Depending on the size of the class, this can be done over several lessons or the preparation part could be given as homework

Level

Upper intermediate–Advanced / B2–C1

Language focus

Language of presentations

Linking words

Group formation

Whole class

Preparation

Copy the sheet on preparing a presentation, one for each learner.

Copy the topic cards for the class and cut them up, enough for two or three for each learner.

Copy the sheet on feedback, one for each learner.

Lead-in

Discuss how often the learners have to give a presentation or think they may have to in the future. Talk about what is involved and what makes a good presenter.

Activity 11.1 could also be used as a lead-in to this activity.

Procedure

- Give the worksheet on preparation to each learner in the class.
- Let the learners choose a topic card. Make enough sets to allow the learners to have a good choice of topics; let them choose another card if they really don't want to use the topic they first chose. Alternatively, the sheet with the topic cards could be copied onto an OHT so that the learners could choose from the entire set. Point out that each topic card contains useful vocabulary, but they don't have to use any of it if they don't want to.

- Write these linking words on the board:
For the preview: *first of all, secondly, then, next, after this*
For the body: *at this point, after all, basically, in general, according to, is/was caused by, as a result of, due to, in order to*
For the review and conclusion: *finally, in conclusion, to sum up*
- Give the learners time to make notes about their presentation on the presentation preparation worksheet. Make it clear that the audience will be the other learners and that this is a chance to practise presentation techniques in a safe atmosphere.
- Give out the feedback sheets. Tell the learners that you only want to hear positive feedback. (When people hear negative feedback, they only know what *not* to do, but not what they should do. They often replace one negative habit with another. Giving them positive feedback helps them strengthen the areas which work well and leads to overall improvement.)
- Hold the presentations – set a time limit of 5–10 minutes per person.
- Learners watch the presentations, make notes and give feedback to the presenters when they are over.
- The presenters are then asked for feedback on their own presentations. This brings in the element of self-reflection, and they can think specifically of the things they were happy about and what they would like to improve.

One-to-one

The learner can choose a topic from the cards or decide on a topic for himself or herself and prepare a presentation for the teacher. The teacher then fills in the feedback sheet and discusses it with the learner. The learner should also be given time for self-reflection.

Note

The topics for the presentations include specific business areas as well as more general ones. The idea behind this is to find something that everyone can talk about and to give the learners the opportunity to talk about general areas of interest in front of others. This can be used with experienced business people or with learners who have not yet worked in the business environment.

Preparation

Greetings and introduction

- Greet your audience and tell them who you are and where you are from.

Preview

- Begin your presentation and list the main points you plan to cover.

Body of the presentation

- Give the details.
- Use linking sentences to move from one point to another.
- Structure your presentation. Put specific categories within a main category.
- Consider how to move on, give good and bad news, and use visuals, as appropriate.

Review

- Sum up and go over your main points again.
- List the main points and remind your audience what you have told them.

Closing

- Thank your audience for coming and for their attention.

Topics

<p>The global economy</p> <p>recession, recovery, rise, fall, boom, slump, reach a low/high, forecast, trade debt</p>	<p>Cross-cultural relationships</p> <p>diversity, knowledge, tolerance, acceptance, customs, traditions, festivals, ethics, prejudices, stereotypes, communication styles</p>	<p>Sales update</p> <p>movement, increase, decrease, outside factors, figures, improvement, confidence, challenge, targets, market share</p>	<p>Advertising</p> <p>print media, TV and radio commercials, strategies, point-of-sale, promotions, market research, campaign, markets, branding</p>
<p>Office management</p> <p>time-keeping, breaks, training, procedures, paperwork, emails, efficiency, time management, organization</p>	<p>Presentations</p> <p>visual aids, Powerpoint, overhead projector (OHP), transparencies, slides, graphs, charts, notes, audience, structure, data projector</p>	<p>Meetings</p> <p>set up, arrange, agenda, hidden agenda, taking the minutes, problem-solving, time limitations, consensus, motions, seconding, AOB, put to the vote</p>	<p>Small talk</p> <p>greetings, socializing, restaurants, formal, informal, first names, titles, introductions, communicating, dining, arrangements</p>
<p>Information technology</p> <p>communication, the internet, networks, provider, browser, operating system, peripherals, state-of-the-art, USB stick, CD ROM burner, install, crash, data</p>	<p>Telephone etiquette</p> <p>answer the phone, transfer a call, put through, spell, articulate, clear speaking voice, enquiries, put on hold, get back to someone</p>	<p>Customer relations</p> <p>complaints, apologies, refund, discount, credit note, hotline, technical support, manual, guarantee</p>	<p>Import and export</p> <p>duty, domestic, international, forwarding agent, means of transport, documentation, consignment, shipping costs, letter of credit</p>
<p>Budgets</p> <p>forecast, estimate, expenditure, income, revenue, targets, figures, update, analysis, chartered accountant</p>	<p>Business travel</p> <p>airline, flight connections, lounge, departure, arrival, itinerary, laptop, reimbursement, expense account, credit card</p>	<p>Banking</p> <p>current account, savings account, loan, credit rating, interest, mortgage, fees and charges, standing order, direct deposit, direct debit</p>	<p>Work/Life balance</p> <p>fast track, job-sharing, hot-desking, telecommuting, responsibilities, time off, time in lieu, holidays, part-time, full-time, stress, time management</p>

Feedback

Specific things I liked about the presentation (posture, gestures, voice, register, structure, pace, clarity, interest, contact with the audience)

Details I noticed about the presentation

Phrases I noted down

Ideas I got which I would like to try out myself