

Current Tendencies

Theme: Business Communication



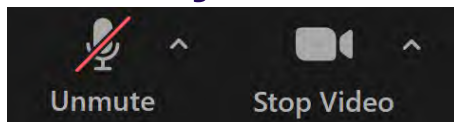
Before we start, please make sure...

- your name on Zoom is clear (use Latin letters)
- your camera is on and mic is off (unmute when needed)
- you are in a quiet area that helps you focus
- you have a notebook or a note app ready to take notes

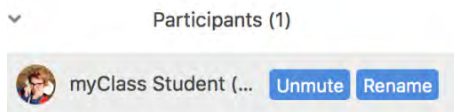


Zoom features

Check your audio and video settings

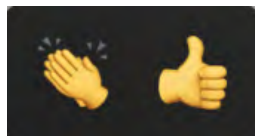
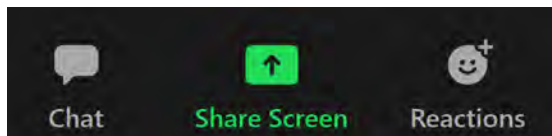


Use Latin letters for your name

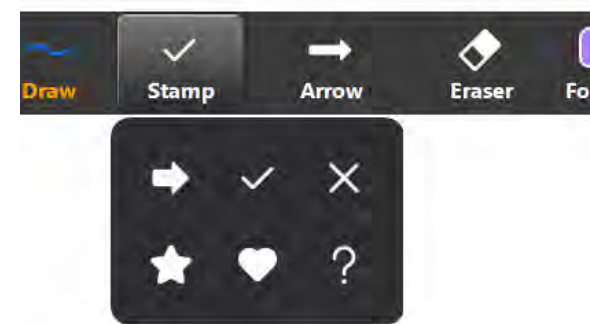
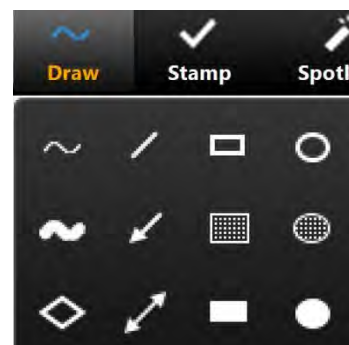


Ask questions in the Chat or use Reactions

Share Screen when the teacher asks



Use Annotate when a screen is shared

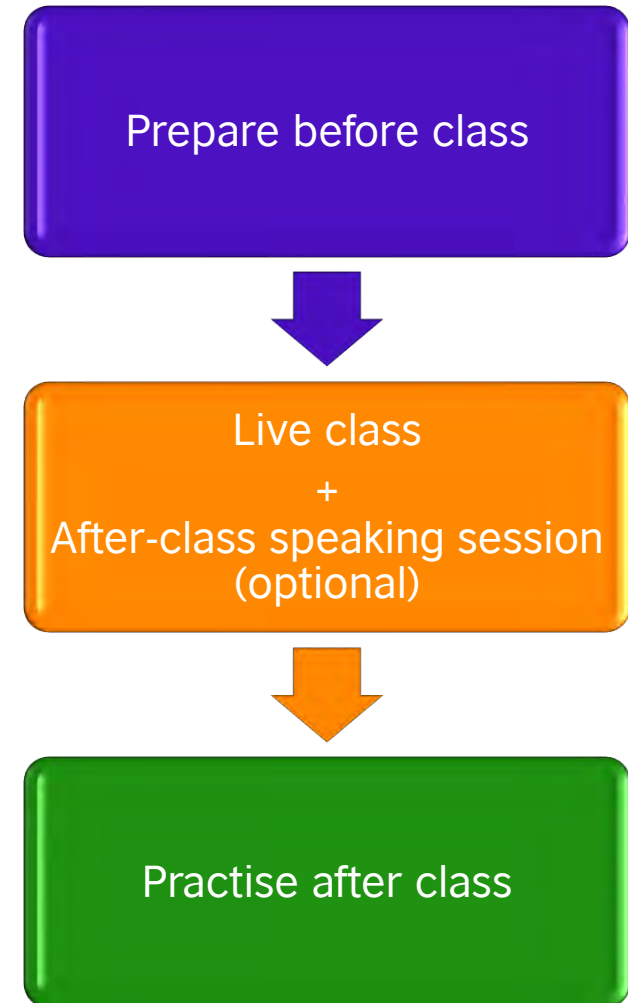


Use Save to make screenshots

Welcome to English Online

How does it work?

You need to complete all three parts to get the most out of English Online.



After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

This extra speaking practice will help you...

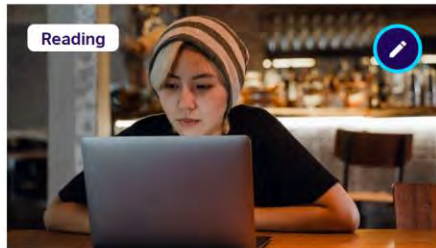
- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



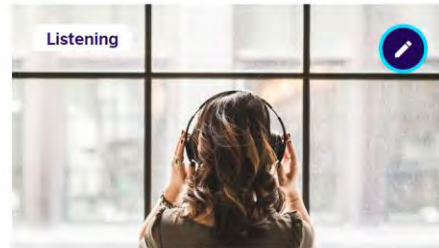
After-class
speaking
sessions

Pre-lesson activities

Prepare before class



Reading charts and graphs



Talking about charts and graphs



Talking about charts and graphs



Reading charts and graphs

Lesson objectives

What do you expect to learn by the end of this class?



Lesson objectives



to give a short presentation using visual supports



to practise signposting and rephrasing



to focus on vocabulary related to graphs and charts

Lead-in

What are the advantages and disadvantages of using visual supports when presenting figures?



Lead-in (Extension)

map

table

pie chart

line graph

flowchart

bar chart

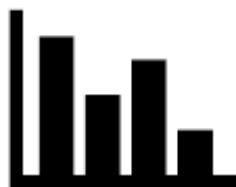
1.



2.



3.



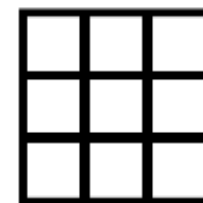
4.



5.



6.



Language focus

Add these phrases into the correct columns of the following table:

- I'm now going to show you the most recent figures available ...
- Or to look at it another way ...
- The first line (of figures) is the most revealing ...
- Notice/observe how this has an effect upon ...
- In other words, the number of X has an effect on ...
- This next chart concerns ...
- Let's look at / turn our attention to / turn to Y – as you can see...
- What's important / significant here is ...
- That is to say ...
- I'd like you to look now at a graph of Z – I think it will clearly show...

Language focus

Introducing information	Highlighting information	Rephrasing information
<i>Let's take a look at this bar chart.</i>	<i>But what does the detail tell us?</i>	<i>Or, to put it another way</i>
<i>For that, we need to compare the numbers.</i>	<i>The trends are clear.</i>	<i>What that actually means is</i>
<i>So why are people coming to the UK? And why do they leave? Are there any differences?</i>	<i>As you can see from this line graph ...</i>	
<i>These two pie charts tell an interesting story.</i>	<i>... the numbers of people arriving in the UK actually fell ...</i>	
	<i>Not so simple, eh?</i>	
	<i>However the big difference is ...</i>	

Language focus – Answers and Pronunciation Practice

Introducing information	Highlighting information	Rephrasing information
<i>Let's take a look at this bar chart.</i>	<i>But what does the detail tell us?</i>	<i>Or, to put it another way</i>
<i>For that, we need to compare the numbers.</i>	<i>The trends are clear.</i>	<i>What that actually means is</i>
<i>So why are people coming to the UK? And why do they leave? Are there any differences?</i>	<i>As you can see from this line graph ...</i>	<i>That is to say ...</i>
<i>These two pie charts tell an interesting story.</i>	<i>... the numbers of people arriving in the UK actually fell ...</i>	<i>In other words, the number of X has an effect on ...</i>
<i>I'd like you to look now at a graph of Z – I think it will clearly show ...</i>	<i>Not so simple, eh?</i>	<i>Or to look at it another way ...</i>
<i>Let's look at/turn our attention to / turn to Y – as you can see ...</i>	<i>However the big difference is ...</i>	
<i>This next chart concerns ...</i>	<i>What's important / significant here is ...</i>	
<i>I'm now going to show you the most recent figures available ...</i>	<i>Notice / observe how this has an effect upon ...</i>	
	<i>The first line (of figures) is the most revealing ...</i>	

Task



Pre-task 1

Have a look at Chart C. What does it show us?

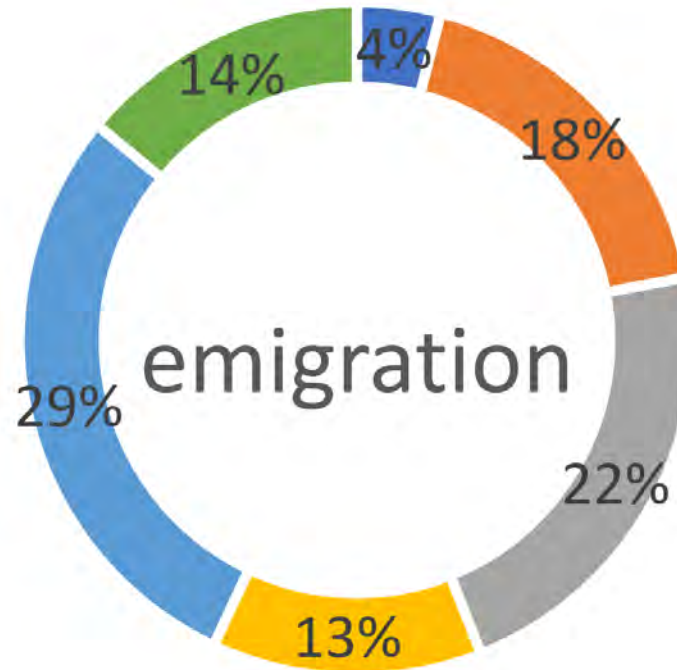
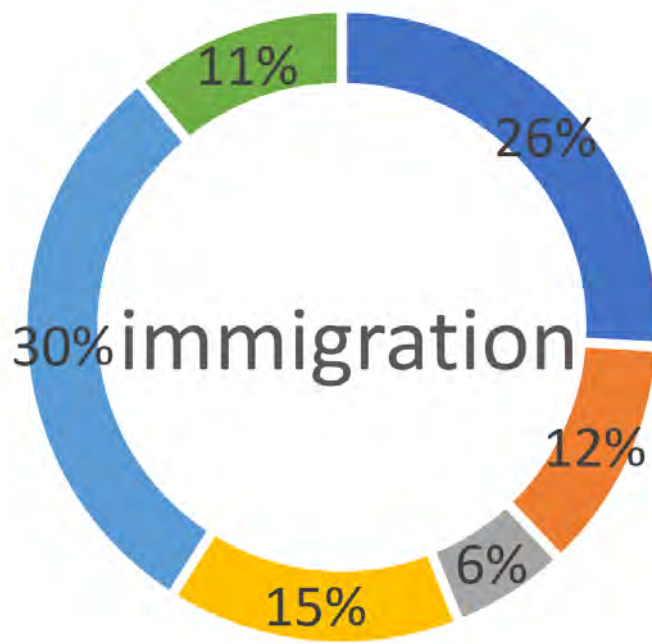


Chart C: *Main reasons given for migration to and from the UK in 2007*

■ to study

■ no reason given

■ to take up a job

■ to look for work

■ to join or accompany family

■ other

Pre-task 2

Read this summary of chart C.

What changes would you make to it for an oral presentation?

The pie charts illustrate the primary reasons that people came to and left the UK in 2007. It is clear that the main factor influencing this decision was employment.

Having a definite job accounted for 30% of immigration to the UK, and this figure was very similar for emigration, at 29%. A reasonably large number of people, 18%, also emigrated because they were looking for a job, though the proportion of people entering the UK for this purpose was noticeably lower at much less than a fifth.

Another major factor influencing a move to the UK was a formal study, with over a quarter of people immigrating for this reason. However, only a small minority, 4% left for this purpose.

The proportions of those moving to join a family member were quite similar for immigration and emigration, at 15% and 13% respectively. Although a significant number of people, 36%, gave 'other' reasons or did not give a reason why the emigrated, this accounted for only 17% with regard to immigration.

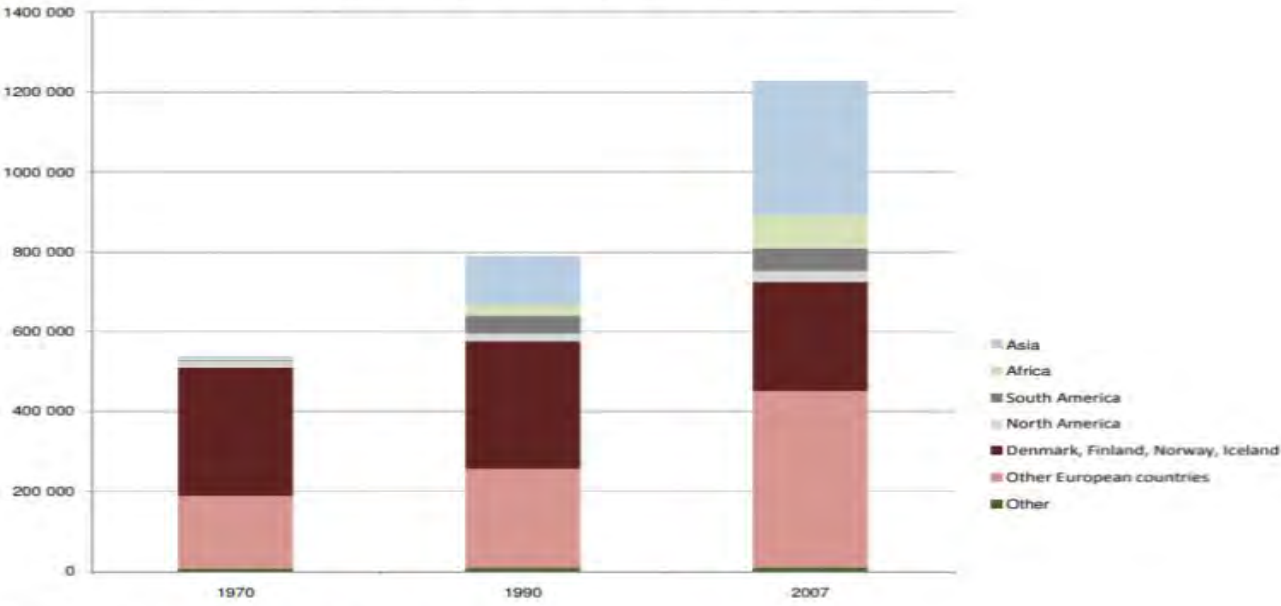
Task

Plan a short presentation using the information on the Google Doc given to your group.

Try to use the signposting language we touched upon, as well as rhetorical questions, e.g. ‘What does this show us?’

Practise saying the presentation before giving it to another group.

Figure 2: Persons born abroad by continent of origin 2008



Source: Statistiska Centralbyrån 2009.

However, the big difference is

As you can see there is no difference between 2 largest numbers.

Thank for watching !

The next group is coloured in red....

As you can see this level is decreasing ...

I am not working now, I have not worked for the last 10 years

Review

What have you learned from today's lesson?

What did you find interesting/boring?

What do you need more practice with?

Did you participate fully?

Did you achieve your aims for this lesson?

What's next?

Book another class in this theme!

Try a Live25 grammar session



... or a private class for more personalised progress.



Book a private class.

More classes now available.

Whether you need help writing an email, want to role play a job interview, or have questions about a particular grammar topic, English Online private classes give you control!

All you need to do is **book a private class** and come prepared, bringing your own material to class.

[Book your private class now](#)

After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Do you like using charts in presentations? Why / Why not?
- What are the benefits of using graphical representations in presentations?
- How detailed should charts/tables be in presentations?
- Do you think giving presentations makes you more confident?
- If you could, which business leader would you like to see present? Why?

For help, contact:

support.englishonline@britishcouncil.org

Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on and participate
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot stay back

Don'ts

- ✗ Don't take pictures or record
- ✗ Don't share personal details
- ✗ Don't let your children be visible onscreen