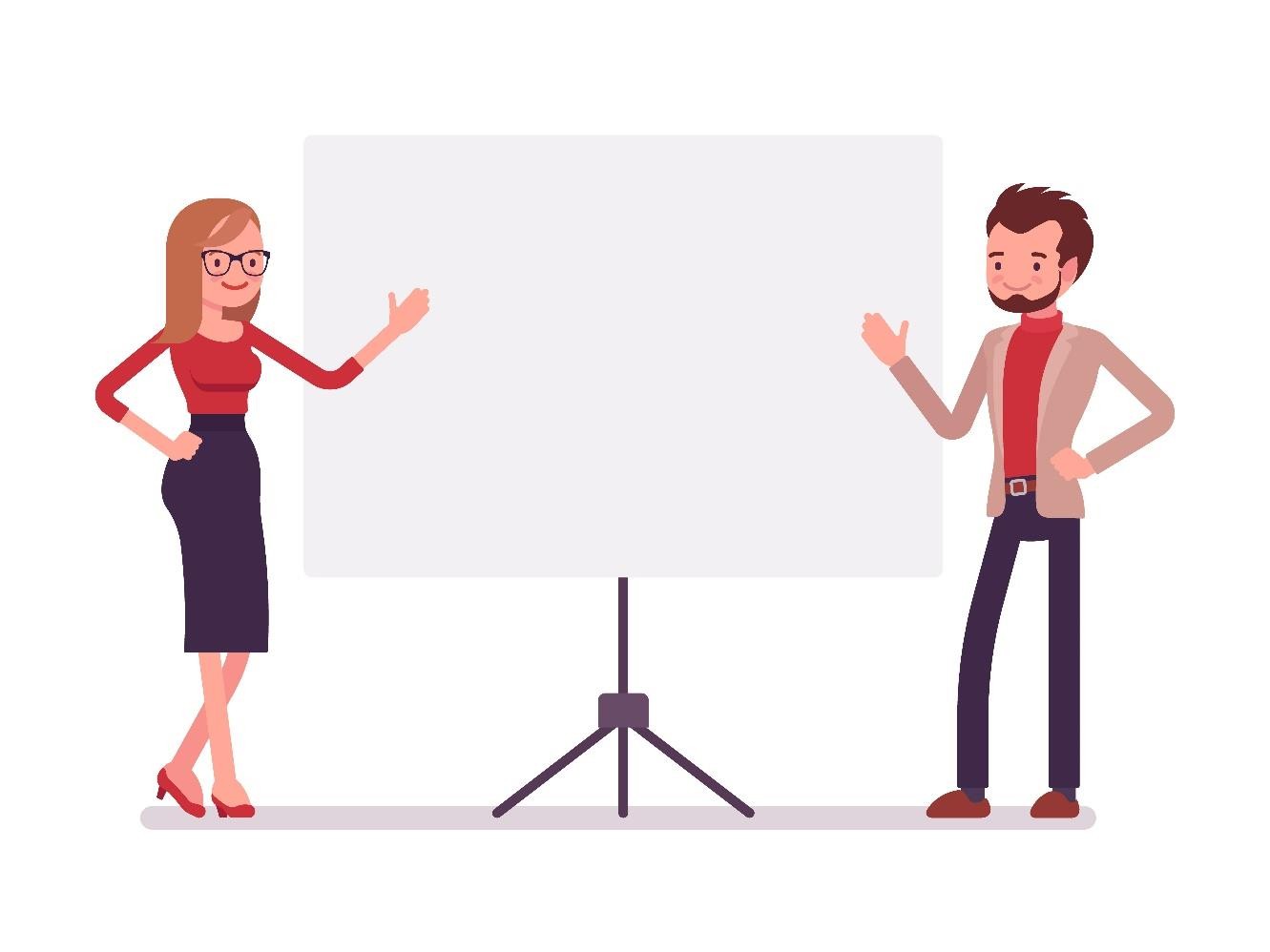
# Module 9 – Giving effective presentations in English

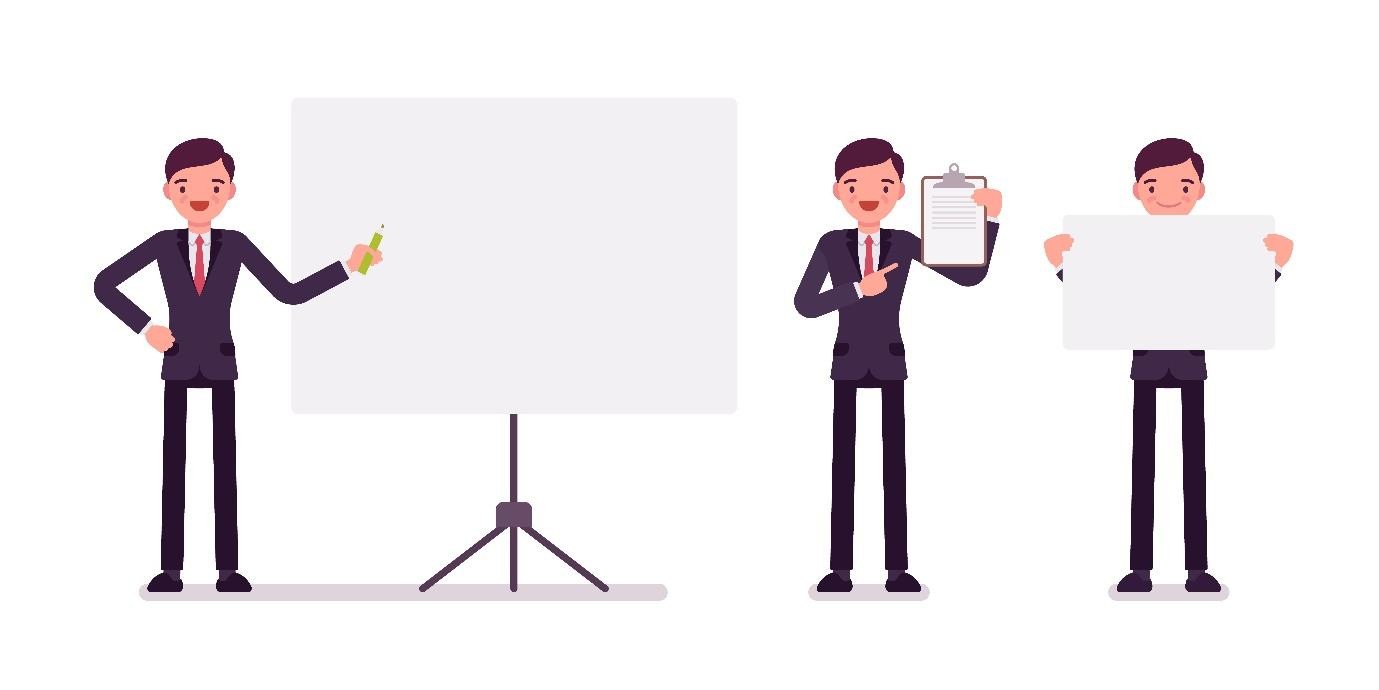


## Module 9 objectives

At the end of this module, you will be able to…

* talk about and use body language effectively when giving a presentation.
* write an email giving advice in English.
* edit an email giving advice in English.
* open a presentation in English.
* use natural rhythm and intonation in English.
* create a short presentation on the benefits of a product.
* use natural rhythm and intonation in a short presentation in English.
* give the introduction to a presentation in English.
* describe graphs in English.
* use numbers in English.
* present the main body of a presentation in English.
* give presentations in English to a multicultural audience.
* make a video about how presentations should be given in Mexico.
* conclude a presentation in English.

# Lesson 1 – Body language in presentations



## Lesson 1 objectives

At the end of this lesson, you will be able to…

* talk about and use body language effectively when giving a presentation.
* write an email giving advice in English.
* edit an email giving advice in English.
* open a presentation in English.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Look at the image above. What is the man doing with his body?
* What is appropriate body language for giving a presentation and what is not?

## Learn

1. Read the magazine article about using body language in meetings and presentations. Compare the information in the text with what you discussed in the Activate section.

**Be careful what your body is saying!**

Last month, world-renowned expert in body language, Dr. Richard McGinley, was in London giving a series of talks. We at *Talking Point Magazine* managed to catch up with him and interview him. He told us why we should be more careful with what we do with our bodies. We may well be communicating things we don’t mean.

Talking Point magazine: So, Richard, why is it important to pay attention to our body language in different situations?

Dr. McGinley: Most of us are good at reading other people’s body language in situations such as meetings, presentations and class. We can tell when someone is telling a lie, for example. Or when someone is really listening to us. However, we are not very good at controlling our own body language. We don’t pay enough attention to what we’re doing with our bodies in certain critical situations. It’s important to think about what we communicate with our bodies. We might be communicating something that we would prefer not to. Talking Point magazine: That’s very interesting. What kind of negative things might we be communicating?

Dr. McGinley: Well, for example, if your arms are crossed, this will communicate that you are closing yourself off from others. This is a very negative piece of body language. Other ways we have of showing disinterest are fidgeting (this shows impatience and lack of interest), and slumping in your chair or slouching over the table, which shows lack of engagement and enthusiasm. It is better to make sure your head is tilted and that you are leaning slightly forward. This will show the other person you are listening to them.

Talking point: The most famous piece of body language is that which tells us when someone is lying, right?

Dr. McGinley: Actually, there are many ways that we tell those listening to us that we’re lying. Firstly, if you scratch or touch your nose, then you’re lying. This is the most common sign. Another sign that will communicate to others that we are lying is putting our hands over our mouths. This tells them that there’s something we’re not saying because we don’t want to. Furthermore, closing or rubbing our eyes also tells people we are lying. Literally, we don’t want to see the lie, so we close our eyes. Finally, it is important to maintain eye contact. This shows interest. Shifty eyes will be interpreted by others as dishonesty. Now, eye movements are interesting one. If someone looks to their left (your right), they are remembering an image; in other words, something real. If the look to their right (your left), they are constructing an image, and probably lying.

Talking point: OK, very interesting indeed! What other things should we take into account when we meet with others?

Dr. McGinley: Well, you shouldn’t have your head down and looking up when you’re speaking with another person. This is a sign of disapproval. It is a very negative signal. It’s better to keep your head in a neutral position. Or better still, tilted to one side. As we said before, this will show you’re listening to the other person. Other interesting points we should take into account are firstly, how we dress. Make sure you are sharply dressed when you meet with others. This will win respect from them. And secondly, take into account that your body language can also affect the hormones your body produces, and this can in turn, affect your behaviour negatively. So, if for example, you adopt aggressive body language, such as pointing your finger at someone, you will start to feel angry. And the opposite is true, if you’re feeling angry, you will start to adopt aggressive body language, and this will send a negative signal to the other person. These are all very good reasons to be careful of your body language.

1. Work with a partner. Find language in the magazine article to describe the following photos. Check your answers with your teacher.



1. Work with a partner. Which body language is appropriate for a meeting or presentation, and which is not? Justify your answers with information from the magazine article.

## Do

1. Work with a partner. Act out the following body language.

|  |  |
| --- | --- |
| Slumping in your chair | Slumping over the table |
| Scratching your nose | Covering your mouth |
| Head tilted to one side | Pointing your finger at someone |
| Arms crossed | Fidgeting |
| Shifty eyes | Head down looking up |

**Let’s use it!**

1. Work with a partner. Write an email to a work colleague that needs advice on her body language. The opening of the email has been written for you.

Dear Alettia,

We have noticed that your body language in meetings communicates negative messages and we want to send you some advice on possible changes to the way you use your body in these situations.

Firstly, …

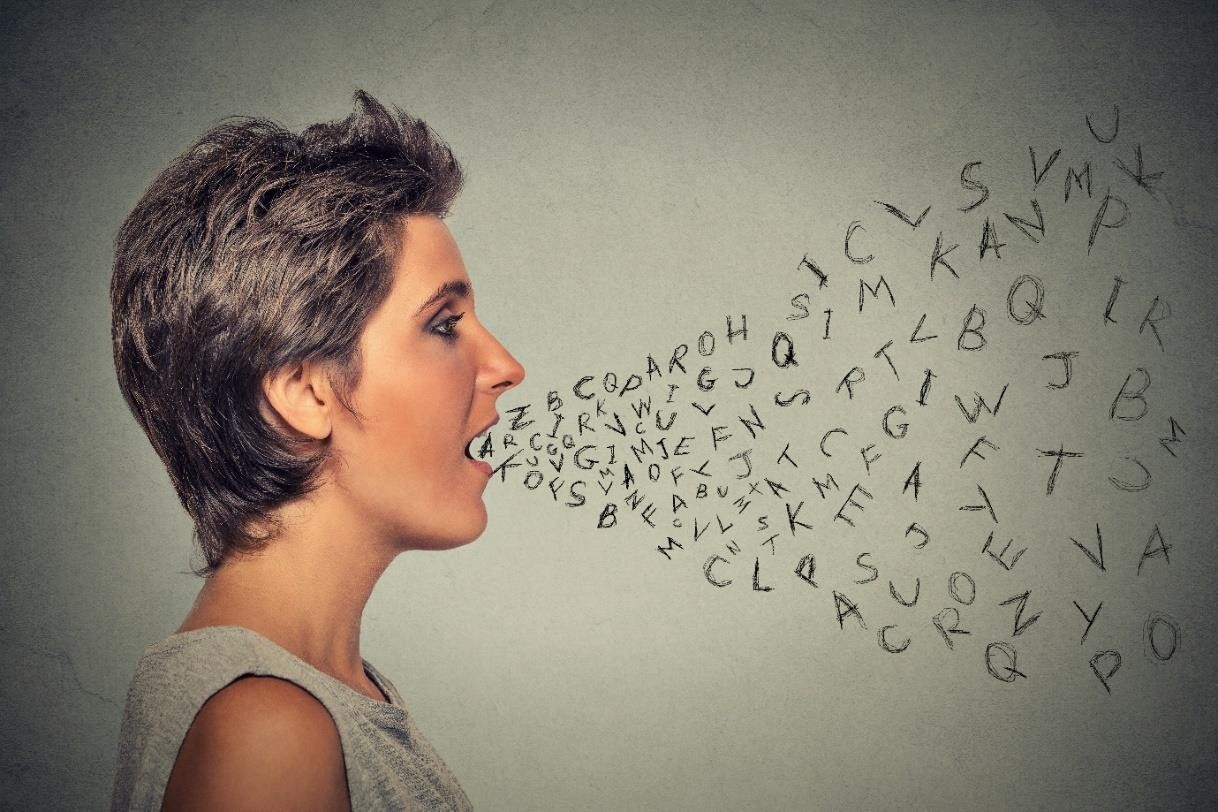
1. Post your email on the class Wiki. Edit each other’s work to improve the

English and the content. Vote for the best email. Justify your vote.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about and use body language effectively when giving a presentation. | |  |  |  | Activate and  Activities 2 & 3 |
| I can write an email giving advice in English. | |  |  |  | Activity 5 |
| I can edit an email giving advice in English. | |  |  |  | Activity 6 |
| I can open a presentation in English. | |  |  |  | I am competent! |
| **I am competent!**  **Opening a presentation**  Work with a partner. Read the following opening to a presentation for Trendy Trainers: Good morning, my name is Thomas Ridley. I’m the marketing manager for Smart Shoes Inc. Thank you for coming to this presentation. By the end of this presentation, you will know how you can increase sales in your shoe store by stocking our new Trendy Trainer. This shoe will take your sales into the stratosphere. Other shoe stores who have started stocking this trainer are taking their businesses off the charts.  Check (√) the following things Thomas Ridley does when opening his presentation.   * He greets the audience. * He gives a summary of his presentation. * He develops his argument. * He thanks the audience for coming. * He shows the audience the benefit of listening to him. * He explains the structure of his presentation. * He says who he is.     What order does he put the steps of opening his presentation in? | | | | | |

**Lesson 2 – It’s not what you say, it’s how you say it!**



## Lesson 2 objectives

At the end of this lesson, you will be able to…

* use natural rhythm and intonation in English.
* create a short presentation on the benefits of a product.
* use natural rhythm and intonation in a short presentation in English. • give the introduction to a presentation in English.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Why is paying attention to intonation and rhythm important when you give a presentation?
* What might happen if you don’t respect the intonation and rhythm patterns of English when you give a presentation to an English-speaking audience?
* Can you remember what you learned about intonation in English in Lesson 3 of Module 1 of this course?

## Learn

1. Work with a partner. Listen to the extracts from three different presentations. Match the product with the presentation.

Presentation A trainers

Presentation B energy drink

Presentation C dog toothpaste

1. Work with a partner. Listen to the extracts from the three different presentations again. Decide which rhythm and intonation pattern the speaker in each one uses.

Pattern A:

|  |
| --- |
|  |

Pattern B:

Pattern C:

Audio 9.1a = Pattern \_\_\_

Audio 9.1b = Pattern \_\_\_

Audio 9.1c = Pattern \_\_\_

1. Discuss with a partner. Which presentation uses the most effective rhythm and intonation? Why?

## Do

1. Work with a partner. Practice giving the most effective presentation using the audio script at the end of the module.

1. Work with a partner. Choose one of the other audio scripts. Mark the correct rhythm and intonation patterns. Practice giving that presentation. Record yourselves and listen back.

**Let’s use it!**

1. Work with a partner. Choose one of the following products. Write a short one-minute presentation about the benefits of your product.

* A self-cleaning apartment
* A self-driving car specially adapted for Mexico City
* A space vacation
* A pill which helps you to learn foreign languages without having to go to class
* A pill which helps you get fit without having to play sport

7. Work with a partner. Record the audio for your product presentation onto your phone. Upload the audio onto the class Wiki. Vote for the best audio. Justify your vote.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use natural rhythm and intonation in English. |  |  |  | Activate and Activities 2, 3, 4 & 5. |
| I can create a short presentation on the benefits of a product. |  |  |  | Activities 6 & 7 |
| I can use natural rhythm and intonation in a short presentation in English. |  |  |  | Activities 6 & 7 |
| I can give the introduction to a presentation in English. |  |  |  | I am competent! |

|  |
| --- |
| **I am competent!**  **Giving the introduction to a presentation**  Read the introduction to the presentation for Trendy Trainers.  This presentation is designed to give you an overview of what Trendy Trainers are. In my presentation, I will deal with four main issues. Firstly, I will talk about the benefits for the wearer of Trendy Trainers. Secondly, I will tell you about how we have priced this shoe. Then, I will describe the market of who wears this shoe. And finally, I will show you just how popular Trendy Trainers have become worldwide. If you would like to ask a question during my presentation, please feel free to interrupt me at any time.    What four elements does the introduction contain? Work with a partner. Write them in order below.   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Lesson 3 – Describing graphs



## Lesson 3 objectives

At the end of this lesson, you will be able to…

* describe graphs in English.
* use numbers in English.
* present the main body of a presentation in English.

## Activate

Work with a partner. Discuss the following questions.

* Why do business people use graphs to present information?
* Do you think you will have to present graphs in the course of your career?
* What kind of language do we need in order to present graphs?

## Learn

1. Work with a partner. Listen to the presentations and match the graphs with the product.

Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-

10,000

20,000

30,000

40,000

50,000

60,000

1

2

3

4

5

6

7

8

9

10

11

12

Month

Number of units sold 2016

Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0

100

200

300

400

500

600

2014

2015

2016

2017

Number of stores

Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

,230,000

1

,000,000

3

,800,000

4

7

,000,000

9

,780,000

$0

$2,000,000

$4,000,000

$6,000,000

$8,000,000

$10,000,000

$12,000,000

1

2

3

4

5

Investment in marketing

Year

Cost benefit of marketing investment

Investment in marketing

Year

Number of units

1. Work with a partner. Categorize the words and phrases marked in red in the audio scripts into excellent, good, mediocre, bad and very bad.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Excellent** | **Good** | **Mediocre** | **Bad** | **Very bad** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Now decide which words and phrases are new for you and which you already knew. Which would you like to remember? Write them down in your portfolio.

## Do

4. Work with a partner. Use the vocabulary from Activity 2 to make sentences about the product you presented in Lesson 2, Activity 6.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Let’s use it!**

1. Work in pairs. Use EXCEL to create a graph about the performance of the product you presented in Lesson 2, Activity 6. Use your imagination!

1. With your partner, write a script for what you would say to describe the graph.

1. When your script is ready, record a video of yourselves presenting the information in the graph. Upload your video onto the class Wiki. Vote for the best video. Justify your vote.

**I am competent!**

**Presenting the main body of your presentation**

In the main body of your presentation, you develop the main ideas of what you are presenting. When you are moving from one idea to another, it is important to use **transitioning phrases** to help your audience to follow you more easily. Look at the following example. Work with a partner to underline the transitioning phrases. The first one is done for you as an example.

So, first of all, I’d like to start by showing you the benefits of wearing Trendy Trainers. They have a triply-padded in-sole, which gives the foot extra shock absorption when you run. This reduces the impact to your knees, and long-term medical problems such as arthritis…

Right, those are the benefits of wearing Trendy Trainers, I’d like to move onto the price. The price of 240 dollars may appear high. However, it is competitive with prices for similar types of shoe in the market…

So, what kind of market are Trendy Trainers for? Let’s move talk about that. Trendy Trainers are worn by older teenagers and young adults. The most important segment of the market are guys from 21 to 25 years old…

Finally, I’d like to show you just how popular Trendy Trainers are. They are currently on sale in 20 countries and we have sold over 6.5 million pairs since they were launched two year ago…

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can describe graphs in English. |  |  |  | Activities 2 to 7 |
| I can use numbers in English. |  |  |  | Activities 1, 5, 6 & 7 |
| I can present the main body of a presentation in English. |  |  |  | I am competent! |

# Lesson 4 – Cross-cultural presentations



## Lesson 4 objectives

At the end of this lesson, you will be able to…

* give presentations in English to a multicultural audience.
* make a video about how presentations should be given in Mexico.
* conclude a presentation in English.

## Activate

Discuss the following questions with a partner.

* What kind of industries do you associate with the following regions of Mexico? What countries do the companies come from?

-El Bajío -Cancún

-Mexico City

-Guadalajara

-Monterrey

-Tijuana

* Do the foreigners who work in these companies speak Spanish? Which language do you think presentations are given in?

## Learn

1. Work with a partner. What countries are represented in the images below? Write the name of the country and the city under each photo. Check your answers with your teacher.

Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Work with a partner. Match the descriptions of how you should present with the countries in Activity 1. You can use the Internet to investigate if you wish. With your partner, write Text E.

### Text A

In this place, business people prefer presentations to be general. They ask specific questions at the end. It is customary to send specific information before the meeting so that attendees can prepare questions beforehand. Audiences prefer a slower pace in your presentation.

### Text B

Audiences prefer a faster-paced presentation. Slides should not contain too much information. Starting your presentation with a joke is a good tactic. People like to know at the beginning of the presentation what the benefit of listening to you will be for them. The prefer to focus on specific details right from the beginning. They lose patience if the presentation is general or gives too much background information. People may clap, or even whistle, when a good point is made. People will ask lots of questions at the end of the presentation.

### Text C

It is not a good idea to present lots of information for people to read. They prefer to listen rather than read. Personal stories and strong images in your presentation will create an impact. They want to know about you, where you come from, and what your values are. This may be more important to them than the information you are presenting. There may be constant interruptions during the presentation as people like to multi-task.

### Text D

In this country, audiences do not think it appropriate to start a business presentation with a joke. Detailed handouts with lots of statistics and information are appreciated a lot. When you give a presentation, you should hand out information for the audience to make reference to while they are listening to you. Audiences like slides with a lot of information too. The audience may close their eyes during your presentation, but they are not going to sleep. Rather, they are concentrating. It is a sign of respect. People will ask very few questions at the end of the presentation. There will be very little discussion of the contents of the presentation so as to avoid conflict. Audiences will find rapid, aggressive gestures distracting. Bear in mind that the color white symbolizes death.

Text E (Mexico)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_

C: \_\_\_\_\_\_\_\_\_\_\_\_\_

D: \_\_\_\_\_\_\_\_\_\_\_\_\_

E: \_\_Mexico\_\_\_\_\_

3. Work with a partner. Look at the sentences marked in red in the texts. Find their opposites and write them in the table.

|  |  |
| --- | --- |
| **Sentence marked in red in the texts** | **Opposite** |
| In this place, business people prefer presentations to be general. | Detailed handouts with lots of statistics and information are appreciated a lot. |
| Audiences prefer a slower pace in your presentation. |  |
| Starting your presentation with a joke is a good tactic. |  |
| People will ask lots of questions at the end of the presentation. |  |
| They want to know about you, where you come from, and what your values are. |  |
| There may be constant interruptions during the presentation as people like to multi-task. |  |
| There will be very little discussion of the contents of the presentation so as to avoid conflict. |  |

## Do

1. Work with a partner. Make sentences to make a list of rules for giving presentations in the countries from Activity 2. Compare your answers as a class. Be sure to use the verbs *should/shouldn’t*, and *must/mustn’t*. You can revise this grammar point in Module 8, Lesson 4.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Discuss the following questions with your partner. Share your ideas as a class.

* 1. Why do you think that audience expectations on what is appropriate in a presentation change from culture to culture?
  2. What communication problems might occur because of the differences between cultures that the texts talk about?
  3. Have you ever experienced a communication problem because of a cultural difference?

**Let’s use it!**

1. Work with a partner. Write the script for a video to give advice on how to give a presentation in Mexico.

1. With your partner, record your video using the script you wrote in Activity 5. Upload your video onto the class Wiki.

1. Vote as a class for the best pieces of advice. Justify your votes.

**I am competent!**

**Concluding a presentation**

When giving a presentation to an English-speaking audience, it is important to take into account that the conclusion is a summary of everything you have said in your presentation. You should not introduce new ideas or proposals for further research.

Work with a partner. Read the following conclusion and decide if it is effective. Justify your answer. Make corrections as necessary.

So, that is the end of my presentation of Trendy Trainers today. In my presentation, I spoke about four main issues. Firstly, I showed you the benefits of wearing Trendy Trainers. Secondly, I explained the pricing for the shoe. Then, I described the market of the typical person who wears this shoe and finally, I showed you just how popular Trendy Trainers have become worldwide. An interesting thing to think about would be how big the market for Trendy Trainers might be here in Mexico. Maybe we should think about that. If you would like more information, please don’t hesitate to contact me at thomasridley@trendytrainers.com

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can give presentations in English to a multicultural audience. |  |  |  | Activate,  Activities 2 to 5 |
| I can make a video  about how presentations should be given in Mexico. |  |  |  | Activities 6, 7 & 8 |
| I can conclude a presentation in English. |  |  |  | I am competent! |

# Lesson 5 Product lesson



In this module, we learned how to give an effective presentation in English. In this product lesson, you are going to give a presentation about something interesting that you have learned on your Generation course so far. This could be something from your English course or from the other areas of your course. Before you prepare your presentation, let’s remind ourselves how a presentation is structured in English. Try answering the following quiz with a partner. Go back to the I am competent boxes in lessons 1 to 4 to check your answers.

1. How many sections does a presentation in English have?
2. What are the sections of a presentation in English?
3. What do you need to do in each section? Fill in the table.

|  |  |  |
| --- | --- | --- |
| **Section** | **Name of section** | **What we need to do** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Work in groups of three. Choose together something interesting that you have learned on your Generation course. Write notes in your portfolios for what you would say in a presentation on this topic.

Create a presentation in PowerPoint using the structure for giving a presentation in English that you learned in this module.

Video yourselves giving the presentation. Be sure to use the advice on body language that we learned in Lesson 1.

Upload your videos and PowerPoint presentations onto the class Wiki. Vote as a class for the most effective presentation. Justify your vote.

**I can learn**

**!**

What did you learn from this lesson?

Write your ideas in your portfolio. Compare what you write with a partner. Discuss what you

read in each other’s portfolios.



## Evaluate the product lesson

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Could be better** ☹ | **More or less**  **(-)** | **Yes, we did it!**  😊 | **What we can do next time to improve** |
| My partners and I worked well as a team. |  |  |  |  |
| Our product was interesting for the rest of the class. |  |  |  |  |
| We learned something that we can apply to our real lives. |  |  |  |  |
| We were able to reflect on what happened during the class. |  |  |  |  |

### Audio scripts

[Audio scripts 9.1]

[9.1a]

Right, in conclusion, my plan consists of three main strategies to get us to our goal of selling 150,000 units per month. Firstly, we’ll make sure that the Canopaste is available in at least 2,000 pet stores around the country. Then, our sales force of reps will visit all the vets in the four major cities, promoting the benefits of the dog toothpaste and convincing them to promote it with their customers. And finally, we need to put full-page advertisements in specialist magazines for dog owners.

[9.1b] Good morning, my name is Thomas Ridley. I’m the marketing manager for Smart Shoes Inc. Thank you for coming to this presentation. By the end of this presentation, I will show you how you can increase sales in your shoe store by stocking our new Trendy Trainer. This shoe will take your sales into the stratosphere. Other shoe stores who have started stocking this trainer are taking their businesses off the charts.

[9.1c] …So, as you can see it’s been a very successful year. I’m extremely happy about it, actually. Our plan is to continue with the same strategy for next year. We hope to get even better results if we do this. The combination of a steady three-month TV campaign to advertise the Monstrous Energy, with fun events around the country, and product placement of the drink in movies was a winning formula.

[Audio scripts 9.2]

[9.2a]

So, we’ve had another good year with regard to the number of stores adopting Trendy Trainers. Obviously, the dramatic increase in stores that we had from 2014 to 2015, when we rose from 200 stores to 400 stores in the space of one year, cannot be repeated because the market is only so big. However, we expect to grow compared to last year. We have reached 470 stores already and predict that we will close 2017 with 498 stores in total, an increase of 18 stores compared to last year.

[9.2b]

This year we spent 550,000 dollars on marketing for Monstrous Energy, mostly product placement and events, and we sold 1.2 million units. That represented a marketing spend of

15% on sales. I’m proposing to maintain that 15% marketing spend for the next 5 years to bring us to almost 10 million units of Monstrous Energy: nearly ten times what we’re selling now.

[9.2c]

Canopaste is a new product, so we are only learning about the sales cycle. It’s unclear whether the trend presented here will repeat itself in future years as 2016 was the first year for us. In January, we started off well for a new product with sales of 20,000 units. We increased this amount slightly in February to 24,000 units. Then, in March, sales fell sharply to 16,000 units. It’s unclear why this happened. In April, we recovered sales with a dramatic increase to 35,000 units. This was the result of increased distribution in pet stores in two major cities. In May, sales fell sharply once again. We need to investigate why. Then in June, we increased the number of distribution channels once more. This helped us to double sales on May. Sales remained steady at around 40,000 units for the rest of the year. In November, we increased sales slightly to 50,000 units. We are still investigating as to why this happened in order to understand if it’s something we can replicate. Overall, we can see the sales trend is positive. This is represented by the dotted blue line.