

COMMUNICATION

Preparing a presentation

LEVEL

Upper-Intermediate
(B2)

NUMBER

EN_B2_2023X

LANGUAGE

English

Learning outcomes

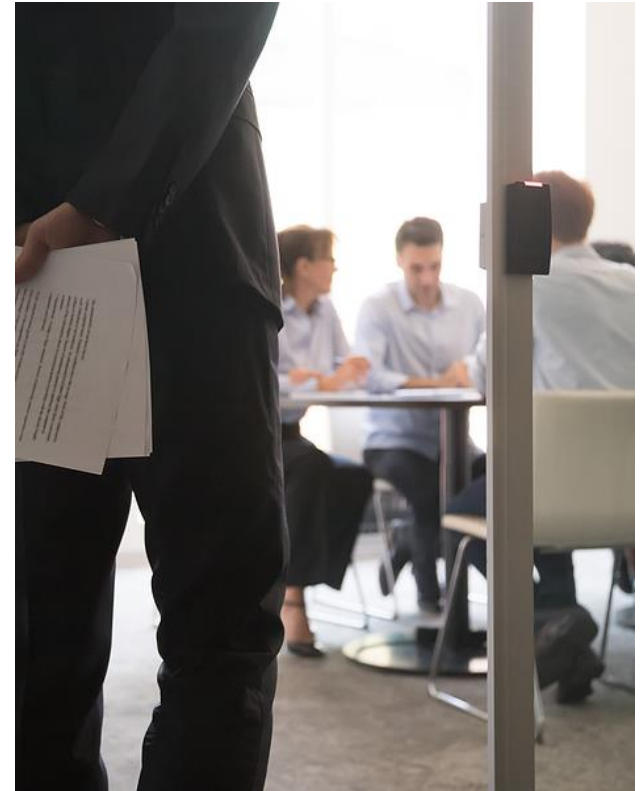
- I can identify and explain an appropriate structure for a conference presentation.
- I can talk about what makes a presentation memorable for me.



Warm-up

Have you ever attended a presentation that made you feel curious and/or excited?

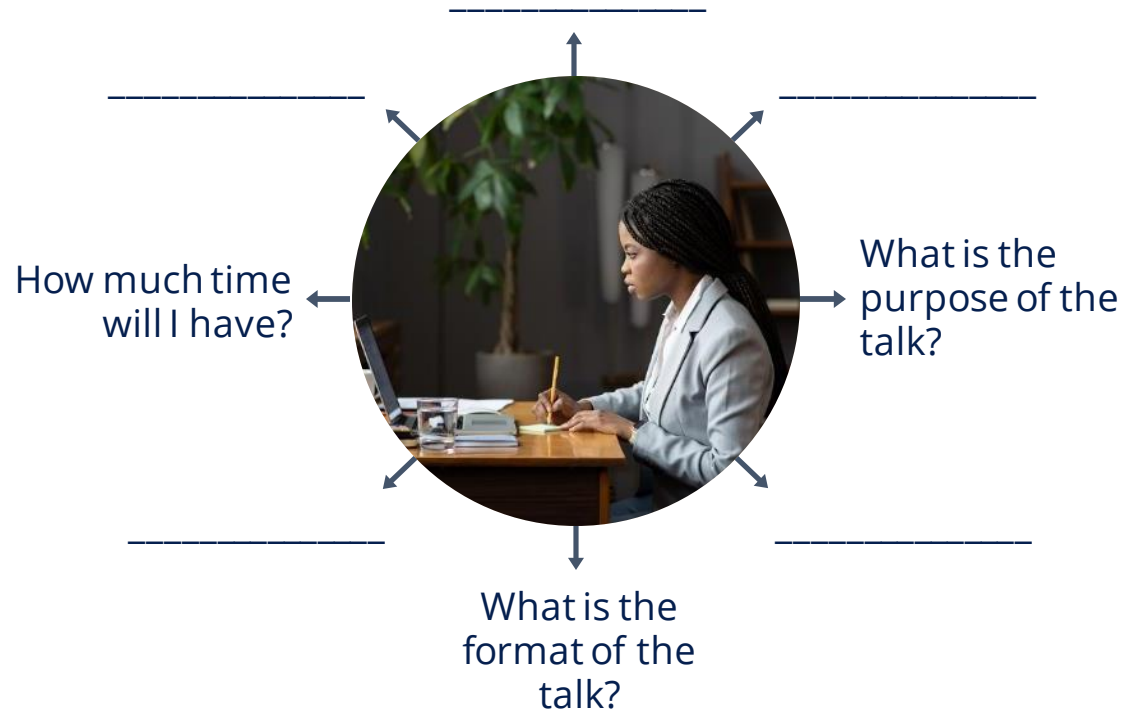
What can you remember about it?





Brainstorm

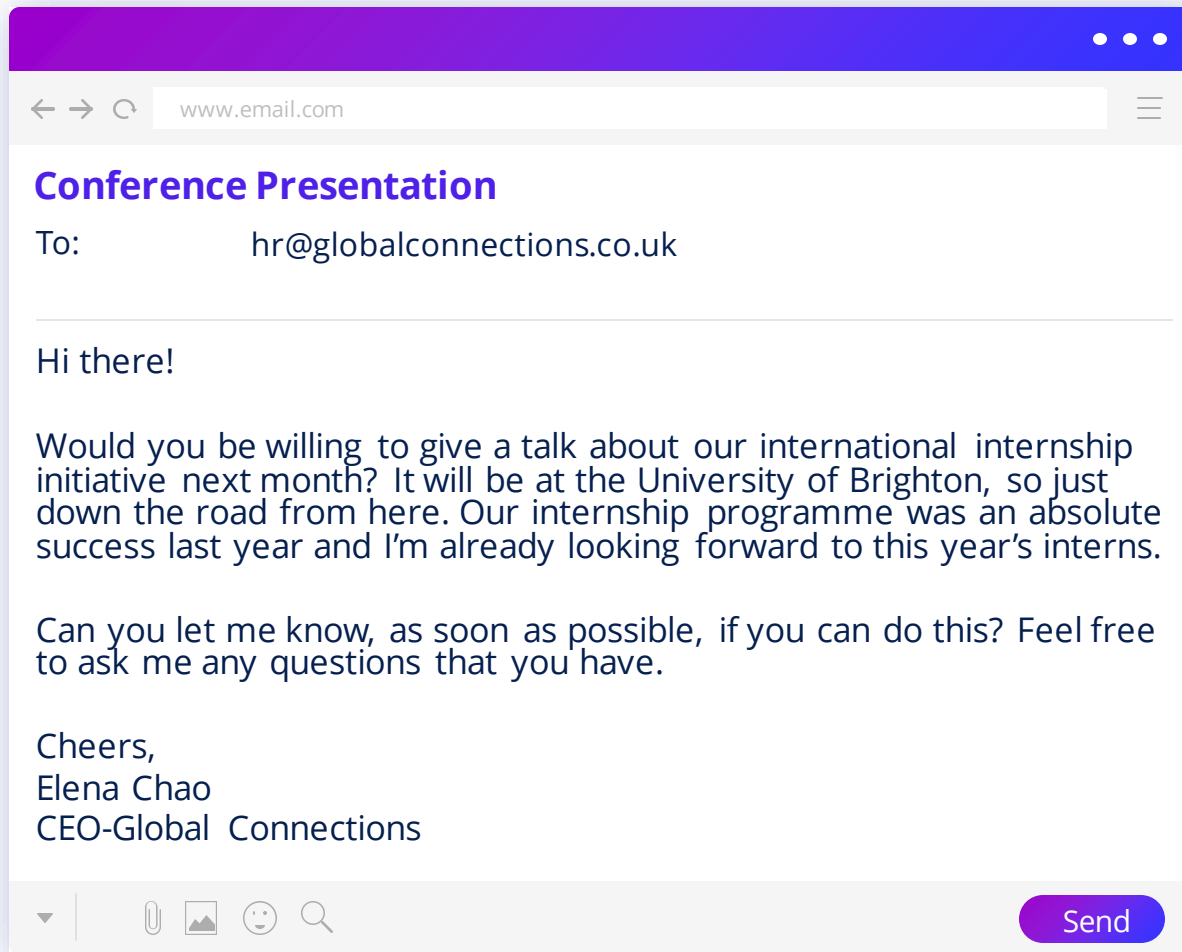
You have been asked to present at a conference. Congratulations!
What are some **basic details** you need to know?





Email

1. **Read** the email. 2. **Answer** the questions.



What questions might you have about the talk?

Who might your audience be?

What might be the goals for this talk?



Matching

Match the purpose of giving a presentation with the correct description.

1

to inspire

2

to train

3

to promote

4

to entertain

A You have been asked to speak for ten minutes between courses during a corporate dinner. The team wants to celebrate a particularly profitable year.

B You have been invited to a local secondary school to talk to a group of forty sixth-form students. You work for a successful law firm and the headteacher has asked you to talk about career options.

C You have been asked to give a talk to newly-hired employees. They need to learn basic skills before they are sent from the company's headquarters to regional offices across the country.

D You work for a soft drink manufacturer and have been asked to present to a global supermarket chain about them stocking your latest product.



Can you think of any other purposes?

Reorder the structure of a presentation

1. **Read** the steps of a presentation below.
2. **Reorder** them so that they are in the correct order.

Body of presentation: Deliver information, tell stories, engage your audience in your topic.

Conclusion: Wrap up your talk and give your audience next steps.

Personal introduction: Give a short introduction to you and your professional background.

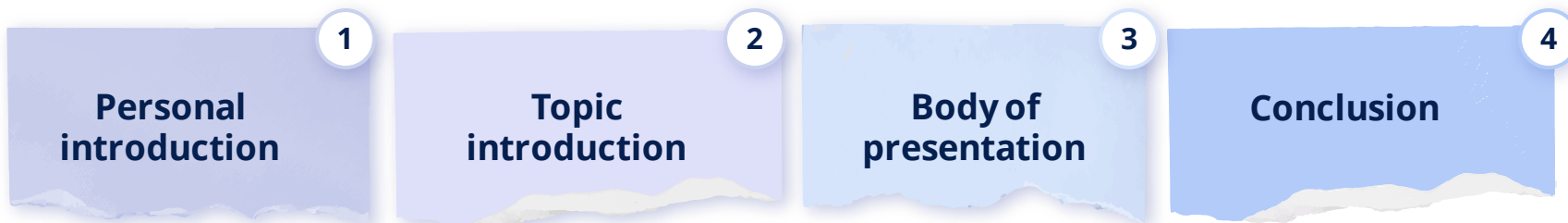
Topic introduction: Briefly summarise what you will be presenting.





Matching

1. **Read** the text.
2. **Match** the title to the correct step of the presentation.



A Today, I'd like to tell the story of five wonderful interns and one amazing summer. Last year, Global Connections started an international internship initiative. We brought five young people to work at our headquarters in Brighton. I'd like to share some lessons learned and stories from this initiative.

B How do you find international interns? We had connections with secondary schools and universities in places like the Philippines, Kenya, and Vietnam. I highly recommend schools as a way to recruit interns.

C As you've seen, the internship programme was beneficial for our interns, who gained lots of career and language skills. However, it was also truly valuable for our office. I think we learnt a lot more about the world. To sum up, I encourage you to make global connections and bring young, international talent to your offices.

D My name is Karla Fernandez. I am an assistant human resources manager at Global Connections. We are a tourism firm that designs eco-friendly and community-friendly tourism experiences. I've been in this role for three years.



I always have **butterflies in my stomach** before giving a presentation.

If you have **butterflies in your stomach**, you feel very nervous or frightened about something.

What situations might make you feel like you have **butterflies in your stomach**?

Anecdotes

1. **Read** the text in the yellow boxes.
2. **Review** and **answer** the questions in the pink boxes.

1

“ I'll never forget the first thing my business lecturer told me when I started university...

2

“ When I first walked through the doors at Sony, I'll be honest: I was a bit scared...

The two texts above are the beginnings of **anecdotes**.

Why do you think many speakers use anecdotes when giving presentations?

Are there any anecdotes you remember from presentations?





Categorise

- 1. **Read** the words and phrases in the yellow boxes.
- 2. **Categorise** them into one of pink boxes below.

1 first of all	2 above all	3 for instance	4 therefore	5 as a result
6 soon	7 for this reason	8 to begin with	9 most importantly	10 to demonstrate
Sequence <i>first of all</i>	Emphasis	Exemplifying <i>for instance</i>	Consequence	





Transform the sentences

1. **Read** the sentences in the boxes below.
2. Can you incorporate the word or phrases in the parentheses?

1

We found our interns through our connections with secondary schools. I highly recommend schools as a way to recruit interns. (**for this reason**)



We found our interns through our connections with secondary schools. **For this reason**, I highly recommend schools as a way to recruit interns.

2

Feedback for this initiative was very positive. Our CEO and leadership team were able to call the programme a big success. (**therefore**)



3

Thank you for coming to today's presentation. I'd like to begin by telling you a story of five wonderful interns and one amazing summer. (**first of all**)



4

We received an unprecedented number of applicants. We had to bring together the HR department and all the other department heads to discuss applicants. It was a huge effort. (**as a result**)







Discuss

In breakout rooms or together as a class, **answer** the question below.

Pictures, diagrams, graphs, and PowerPoint presentations

What are the advantages and disadvantages of using them in presentations?





Finishing your presentation

It is important to finish your presentation in a **memorable way**. **Answer** the questions below.

**Discuss the techniques below.
Which do you think is the most
effective when finishing a
presentation? Why?**



call to action



revealing surprising
information



summarising the talk



taking questions from
the audience



End of the lesson

Idiom

to see something through

Meaning: to continue until something is finished

Example: I want to see this project through before I move to another team.



Additional practice



Matching

Match the anecdote to the correct topic.

1 Sport scouting

2 Social media and attention

3 Innovative teaching methods

4 Customer support in banking

- A** They were a little surprised at first. They didn't know what to do, or where to go. I hadn't given my class any warning the day before. As an experiment, first thing in the morning, I removed all of the classroom's desks and chairs. 'We're doing things a little differently today,' I told them.
- B** As soon as I stepped off the train, I knew something felt wrong. Do I have my bag? Yes. Do I have my phone? Yes. I tapped my trouser pockets, and my stomach sank. My wallet. I had left it on my seat. My ID. My debit card. That photo of my dog. All gone.
- C** Yesterday morning, at breakfast, I was watching my son scroll through his feed on his phone. His mother and I don't normally allow phones at the table, but it isn't a strict rule. Something caught my eye: he stopped scrolling every time he saw a video and didn't stop for a single picture.
- D** I could tell straight away that she was talented. She seemed to move around the court so much faster than the other players, who all obviously respected her skill. By the end of the first quarter, she had already scored twice as many points as anyone else. 'We've found someone special, here,' I thought to myself.



What's your opinion?

1. **Read** the strategies for building interest and intrigue in a presentation.
2. Which one do you think has the **biggest impact**? Why?

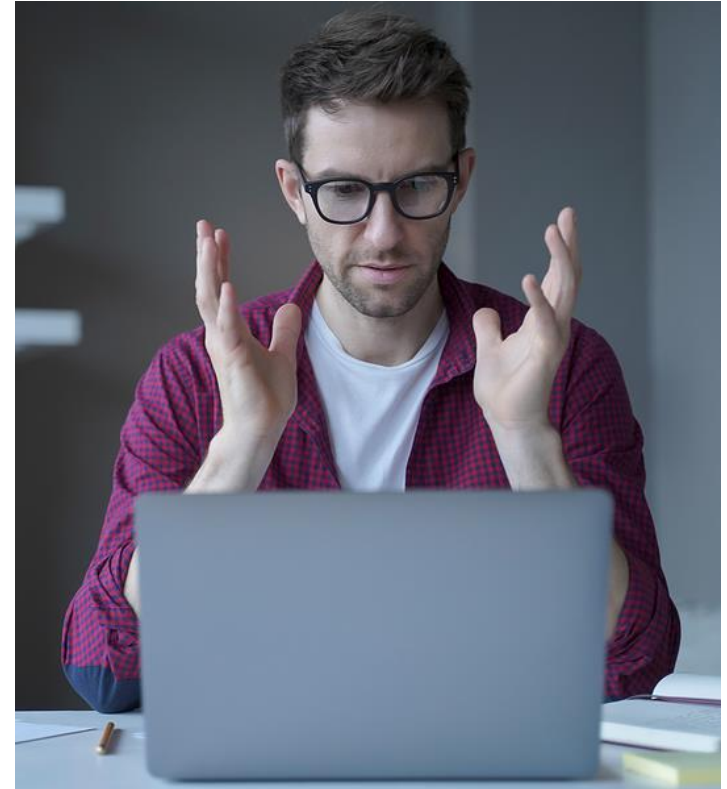
1 Making a strong start

2 Encouraging audience interaction

3 Telling anecdotes

4 Including humour and pop culture references

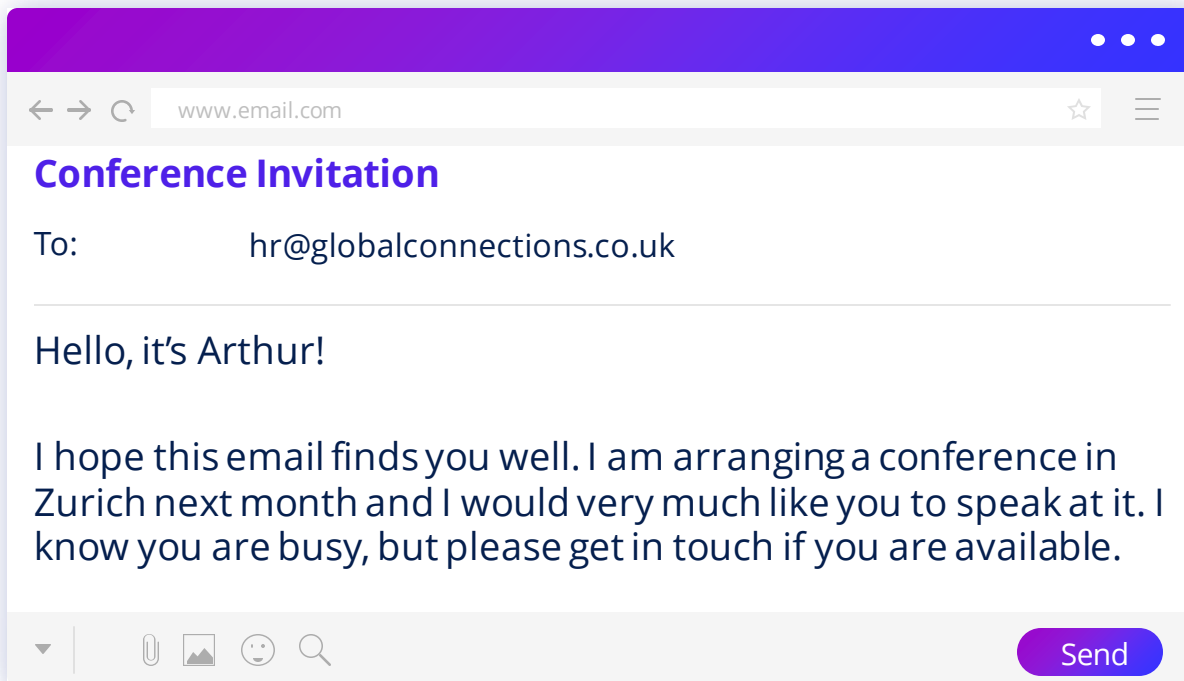
5 Inviting your audience to do something after the talk





Respond to the email

1. **Read** the email from a former classmate, **Arthur**. 2. **Answer** the question in the red box.



This email doesn't include much detail. How would you respond to Arthur's email?
Take 2-3 minutes to **write** a brief response.

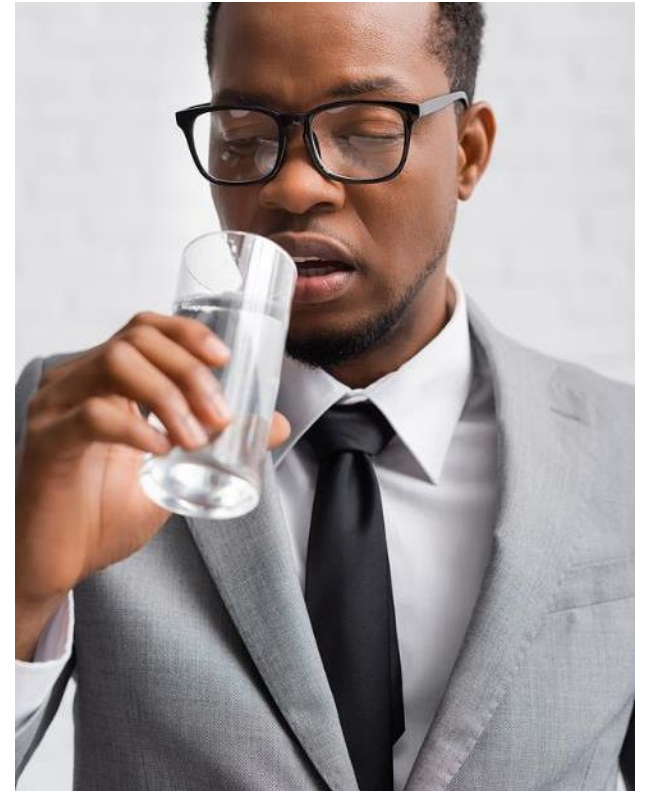


Discuss

Answer the question below.

What do you do to help calm your nerves before giving a presentation?

Share your ideas with the rest of the class!



Answer key

P.6: A-4, B-1, C-2, D-3

P.7:

- 1.) Personal introduction
- 2.) Topic introduction
- 3.) Body of presentation
- 4.) Conclusion

P.8: 1.) d 2.) a 3.) b 4.) c

P.11:

Sequence: first of all, soon, to begin with

Emphasis: above all, most importantly

Exemplifying: for instance, to demonstrate

Consequence: as a result, for this reason, therefore

P.12:

2.) Feedback for this initiative was very positive. **Therefore**, our CEO and leadership team were able to call the programme a big success.

3.) **First of all**, thank you for coming to today's presentation. I'd like to begin by telling you a story of five wonderful interns and one amazing summer.

4.) We received an unprecedented number of applicants. **As a result**, we had to bring together the HR department and all the other department heads to discuss applicants. It was a huge effort.

P.18: A-3, B-4, C-2, D-1



Summary

Purposes of a presentation

- *to inspire; to train; to promote; to entertain*
- *We would love to **inspire** people to join our company.*
- *I'm **promoting** a scheme for new parents.*

Structuring a presentation

- **Personal introduction:** *about you and your professional background*
- **Topic introduction:** *summarise what you will be talking about*
- **Body of presentation:** *deliver information and stories*
- **Conclusion:** *wrap up and give the next steps*

Phrases for structuring a presentation

- **Sequence:** *first of all; soon; to begin with*
- **Emphasis:** *above all; most importantly*
- **Exemplifying:** *for instance; to demonstrate*
- **Consequence:** *as a result; for this reason; therefore*



Vocabulary

inspire

train

promote

entertain

butterflies in your stomach

anecdote

