

CHECK!

# Preparing an effective presentation

**LEVEL**

Intermediate (B1)

**NUMBER**

EN\_B1\_3114C

**LANGUAGE**

English

## Let's check!

Can I prepare an effective presentation?

- Can I identify and use a range of techniques to persuade someone to buy a product?
- Can I use reported speech to talk about what somebody else has said or thought?
- Can I plan and deliver a straightforward and well-structured presentation?



# What makes a good presentation?

**Brainstorm** in **breakout rooms** or **together** as a class.





## **Learning outcome 1**

Can I identify and use a range of techniques to persuade someone to buy a product?

# Sell a drink to your classmates

1. **Think** of a popular **non-alcoholic drink** from your country.
2. **Tell** your classmates about the drink. **Persuade** them to choose yours over everyone else's.
3. **Use** as many of the **advertising techniques** as you can!



bribery



urgency



bandwagon



scientific evidence

*The company only makes 400 cans of SuperFizz every month!*

*Everyone, from children to their grandparents, loves this drink!*

- cutting-edge
- all-natural
- fat-free
- all-American
- best-selling
- tried-and-tested
- high-tech
- million-dollar



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



**Good examples**

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**Find the mistake!**

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## Learning outcome 2

Can I use reported speech to talk about what somebody else has said or thought?





# Your last presentation

1. **Follow** the instructions in the red boxes.
2. **Use reported speech** to tell the class about your partner's answers.



**Elena told  
me that...**

**Carl said he  
had gone...**



Ask your partner  
about the last  
presentation they  
attended at work.

What was it about?

Was it an interesting  
presentation?

Did they ask  
questions at the  
end?





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



**Good examples**

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**Find the mistake!**

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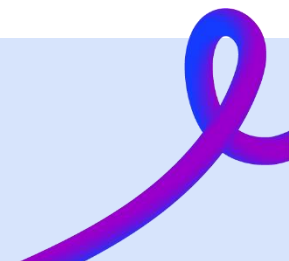
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## Learning outcome 3

Can I plan and deliver a straightforward and well-structured presentation?





# Presentation

Your company is launching a **food product** in a **new country** and you are giving a **presentation** about it. Choose a food that is famous in your country.

## 1. Plan a one-minute presentation

## 2. Let your classmates ask questions at the end.

### Introduction

- I would like to start by...
- Today, I'm going to cover...
- Thank you for coming...

### Main body

- In addition to...
- Last but not least...
- So, let's get started with...
- Moving on to...

### Conclusion

- To summarise...
- To sum up...
- I'm going to open the floor to questions...





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake!

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- Can I identify and use a range of techniques to persuade someone to buy a product?
- Can I use reported speech to talk about what somebody else has said or thought?
- Can I plan and deliver a straightforward and well-structured presentation?

Your teacher will now recommend whether you should move on to the next chapter or review lessons from this chapter.

# End of the lesson

Idiom

*to be a bag of nerves*

**Meaning:** to be very nervous

**Example:** I hate public speaking. I'm always a bag of nerves before I get on stage!



# Additional practice



# What did you buy?

1. **Think** of a **product** you bought in the last couple of days. 2. **Answer** the questions.

**How does the company  
advertise the product  
you bought?**



**Do you think you were  
persuaded at all by the  
marketing?**



# Great presenters

**Can you think of  
any great  
presenters?**

**What made their  
presentations so good?**



# Sell what you can see

1. **Choose** something in the room where you are now to advertise to your classmates.
2. **Talk** about this product for 15 seconds.

The more interesting your claim, the better!

1



2



3



4



5



*This high-tech pen is scientifically proven to make your written English better!*

*This mouse allows you to click up to ten times faster than a regular mouse!*



## Asking questions

**Do you usually ask  
questions after a  
presentation at work?**

**Why might someone do or not do this?**



# Check Summary

## Advertising a product

### Describing a product

- Advertising uses **persuasive** or **exaggerated language** to make you want to buy something.
- *to ditch, to bounce back, instantly, a thing of the past, up to*

### Compound adjectives

- Compound adjectives have **two** or **more words** joined with a hyphen that together form **one idea**.
- *cutting-edge, all-natural, interest-free, million-dollar, high-tech, best-selling, tried-and-tested etc.*

### Describing advertising techniques

- Pressure to buy via **urgency**
- Facts and figures in the form of **scientific research**
- Persuades you to jump on the **bandwagon** and be part of the crowd
- Uses **bribery** by offering something *for free*



# Check Summary

## Reviewing reported speech

### Using reported speech

- We use reported speech to say what **someone else** said or thought.
- For example, to refer to another person's **beliefs** or **opinions** or to **review** a company.

### Forming reported speech

- We introduce reported speech using a **reporting verb**. This verb is usually in the **past simple**.
- After the reporting verb, we can add *that* but can also leave *that* out.
- When we transform direct speech into reported speech we usually put the **verb** in the **past** and we **change the pronoun** to reflect who is now speaking.

### Reporting requests and orders

- We use ***asked*** or ***told*** to report requests and orders.
- Both verbs need a **direct object + *to* infinitive**. The object is who we gave the request or order to (e.g. I asked them to do something.; I told her to do something).
- *Ask* is for a request; *told* is for an order.



# Check Summary

## Giving a basic presentation

### Talking about the structure of a presentation:

- **Introduction:** introduce yourself and give the main subject of the presentation
- **Main body:** the most informative part of the presentation
- **Conclusion:** summarise what you have said
- **Discussion:** invite the audience to ask questions

### Useful phrases for a presentation:

- **Introduction:** *Thank you for coming, Could I have your attention, please?, I would like to start by..., Today, I'm going to cover..., I'm delighted to be able to present to you today.*
- **Main body:** *So, let's get started with..., Moving on to..., Let's move on to..., Now, I'd like to talk you through..., And, last but not least...*

### More useful phrases for a presentation:

- **Conclusion:** *To sum up..., To conclude..., In summary..., Thank you for listening., Does anyone have any questions?*





# Vocabulary

to ditch

to bounce back

instantly

a thing of the past

up to

cutting-edge

all-natural

interest-free

million-dollar

fat-free

all-American

high-tech

best-selling

tried-and-tested

bandwagon

bribery

urgency



# Vocabulary

sceptical

to claim

to revitalise

exceptional



# Vocabulary

to unveil

target market

to launch

to go over something

overview

as you can see

you'll notice that

in addition to

to summarise

to open the floor to

as you may have heard

to cover

last but not least

to sum up

in summary

