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## Presentation slides

### Learning aims:

- to give a short presentation
- to practise condensing long phrases into shorter bullet points as an extension to the work done in Student's Book Unit 12

**1** Discuss the questions as a class. If students do not give presentations, find out if they attend presentations, by whom and for what purpose. Most people have attended a presentation at some point in their life. Ask students what they think makes a good presentation.

**2** Visual aids make presentations more interesting and easier to follow. Make sure students understand what each of the visual aids is. Ask them to discuss in pairs which they think are effective and why.

**3** Ask students to read the instructions for the task. Once they know the information they need to scan the text for, give them 30 seconds to read and find the answers. As a follow-up, ask students what they think about the four by five rule.

You might also draw students' attention to some of the phrases the speaker uses to organise the presentation:

*So, moving on to my second point*

*but ...*

*so ...*

*as a general rule ...*

Ask students what other phrases they might use to organise a presentation. Brainstorm some ideas on the board, e.g.

*I'd like to begin by ...*

*firstly ...*

*secondly ...*

*also, ...*

*in addition ...*

*finally ...*

*In conclusion, etc.*

### Suggested answers

- 1 presentation slides
- 2 use bullet points and key words. Don't put too much information on the slide.

**4** This exercise requires students to find the key information in the sentence and rewrite it as a brief bullet point with the same meaning. Often

presenters put too much information in the slides because they fear they may forget what to say. Bullet points help jog the presenter's memory, but shouldn't be a script.

Draw students' attention to the kinds of words that were left out in the example. (The company name does not need to be repeated here.)

Ask students to first highlight or underline what they consider the key information is in each of the sentences. Ask them to compare answers, then rewrite each into bullet points.

### Suggested answers

2 Oil and natural gas exploration

3 Western Canada and USA

4 US oil company merger planned

**5** In the next exercises students plan and prepare a short presentation. It begins with a brainstorm about their own company or one they know well. For this exercise students should write four complete sentences.

**6** Students now condense the sentences from Exercise 5 into concise bullet points. If possible, get students to prepare an actual slide using presentation software.

**7** Students should present in pairs. Ask students to think about linking ideas so that they flow and adding additional detail. The presenting student should stand up when presenting. If possible, the slide should be projected onto a screen or interactive whiteboard. If using paper, ask the presenter to hold up the slide so the partner can see. Once both students have presented, ask them to swap partners and repeat the activity.

Ask students to assess themselves using the checklist.

### Model presentation

Good afternoon. I'd like to tell you about my company, Gaslight Energy Corporation. Firstly, the company is an oil and natural gas exploration company which started in 1999. At the moment, it operates mainly in Western Canada, with some exploration in the United States, but it is planning to merge with a large oil company in the United States next year.