

Can everybody hear me OK? – How to give a successful presentation

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Bei einer Präsentation gibt es viel zu beachten. Das Recherchieren von Informationen mit deren Aufbereitung, die Erstellung eines gut strukturierten Ablaufplans, die Verwendung visueller Hilfsmittel und nicht zuletzt der richtige Einsatz nonverbaler Kommunikationsmittel.

In dieser Unterrichtseinheit lernen Ihre Schüler, eine Präsentation auf Englisch vorzubereiten und souverän zu halten. Mittels verschiedener theoretischer und praktischer Übungen lernen sie thematischen Wortschatz kennen und wenden diesen im Kontext an. Des Weiteren erfahren sie, Visualisierungshilfen miteinzubeziehen und üben den professionellen Umgang mit Körpersprache und Stimme.



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Kennt man die passenden Redemittel, so gehen auch Präsentationen auf Englisch leicht von der Hand.

Das Wichtigste auf einen Blick

Kompetenzen

- thematischen Wortschatz und Redemittel zum Thema „Präsentationen“ kennen
- den Aufbau eines Vortrags kennen
- nonverbale Kommunikationsmittel anwenden
- Präsentationen selbstständig vorbereiten und halten

Dauer

5 Schulstunden

Niveau

B1–B2
(Differenzierungsmaterial für A2)

Ihr Plus

integrierte Übungen zur Körpersprache

Verlaufsübersicht

1. Stunde: Preparing a presentation	
Material	Verlauf
M 1	Do's and don'ts / positive und negative Verhaltensweisen in Gruppen diskutieren
M 2	Qualities of a good presentation / mittels Zuordnungsübung erarbeiten, was eine gute Präsentation ausmacht
M 3	Tips for presentations / Leseverständnisübung im True-false-Format
<i>Stundenziel:</i>	Die Schüler kennen die Grundlagen der Planung und Durchführung einer Präsentation.

2./3. Stunde: Grabbing the audience's attention – language support	
Material	Verlauf
M 4	Helpful phrases for presentations / Einsetzübung zum Erarbeiten von Redemitteln mit anschließender mündlicher Übung in Partnerarbeit
M 5	Further expressions / weitere Einsetzübung zum Erarbeiten von Redemitteln mit anschließender mündlicher Übung in Partnerarbeit
M 6	Presenting charts / Einsetzübung zur Erarbeitung von Redemitteln zum Beschreiben von Diagrammen
M 7	Future tenses / Auffrischung des Grammatikbereichs „How to express future actions“ mit integrierter Kontrollübung
<i>Stundenziel:</i>	Die Lernenden erarbeiten sprachliche Mittel für Präsentationen und wenden diese situationsgerecht an.

4. Stunde: Anything else? – Tips for fine tuning	
Material	Verlauf
M 8	Watch your body – practical exercise / Infotext mit praktischer Übung in Partnerarbeit
M 9	Culture matters / Infotext zu kulturellen Unterschieden im Bereich „Präsentationen“, mit Übung des mündlichen Ausdrucks
<i>Stundenziel:</i>	Die Lernenden sind mit nonverbalen Kommunikationsmitteln vertraut und wenden sie im Kontext an. Sie kennen die kulturellen Unterschiede mehrerer Länder.

5. Stunde: The performance – role playing a presentation	
Material	Verlauf
M 10	Practise giving a presentation / praktische Anwendung der zuvor erlernten Inhalte in Form eines Rollenspiels
<i>Stundenziel:</i>	Die Schüler können nach vorgegebenen Angaben eine Präsentation vorbereiten und diese vor Publikum vortragen.

Materialübersicht

1. Stunde Preparing a presentation

- M 1 (Co/Tx) Do's and don'ts in a presentation – a group discussion
 M 2 (Ws) What's important? – Qualities of a good presentation
 M 3 (Tx) What you should know – presentation tips

2./3. Stunde Grabbing the audience's attention – language for support

- M 4 (Ws) Hello everyone! – Helpful phrases for presentations
 M 5 (Ws) Let's go to the next point! – Further phrases for presentations
 M 6 (Ws) Take a look at the statistics! – Presenting charts
 M 7 (Gs/Ws) *Will-future or going to-future?* – A grammar refresher

4. Stunde Anything else? – Tips for fine tuning

- M 8 (Tx) Watch your body! – Practical exercise
 M 9 (Tx) Who is my audience? – Culture matters!

5. Stunde The performance – role playing a presentation

- M 10 (Rp) And ... action – practise giving a presentation

Vocabulary Giving a presentation (M 11)

Test Presentation knowledge (M 12)

Bedeutung der Abkürzungen


Co: Colour page; Gr: Grammar sheet; Rp: Role play; Tx: Text; Ws: Worksheet

Minimalplan

Sie haben nur zwei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- | | | |
|------------|--------------------------------------|--------------------|
| 1. Stunde: | Plan and structure your presentation | M 2 und M 3 |
| 2. Stunde: | Useful phrases | M 4 und M 5 |

Zusatzmaterialien auf der CD 25 bzw. in der ZIP-Datei

- | | | |
|-----------------------------|---|---|
| M4_Zusatz_A2 | (Arbeitsblatt mit zusätzlichen Hilfestellungen) |  |
| M5_Zusatz_A2 | (Arbeitsblatt mit zusätzlichen Hilfestellungen) | |
| M10_Zusatz_evaluation_sheet | (Feedbackbogen zur Präsentation) | |



Auf der **CD 25** RAAbits Englisch Berufliche Schulen finden Sie alle Materialien im veränderbaren **Word-Format**, zudem Zusatzmaterialien und differenzierendes Material.

M1 Do's and don'ts in a presentation – a group discussion

Talk about the basic elements of a presentation.



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Vocabulary box

to give a presentation – speaker – audience – to use visual aids –
to keep eye contact – to use gestures – to listen – to be (dis)interested

Tasks

1. Get together in groups of four. Look at the pictures carefully. Then write a list of do's and don'ts of giving a presentation. The expressions in the box will help you.
2. Talk about how you would plan a presentation. For example, it could be about the company you work for.
 - a) How would you start?
 - b) Where can you find relevant information?
 - c) What materials would you use?
 - d) How would you structure your presentation?

M 3 What you should know – presentation tips

Find out how to prepare and give a successful presentation.

- **Brainstorming:** Think about the following questions and make notes: What is the aim¹ of my presentation? What media and visuals do I use? Who is my audience²?
- **Language:** Make a list of words in English that are important for your presentation. Use a dictionary.
- **Setup:** Plan and structure your presentation beforehand. It can be divided³ into three parts:
 - Introduction: Address the audience by introducing⁴ yourself. Present the structure of your presentation. Capture⁵ the listeners' attention with an arresting⁶ beginning by using an interesting quotation or a statement.
 - Main part: Make sure your presentation is well-structured and carefully planned, for example find a logical and/or chronological order of the main aspects. Give examples and use visuals.
 - Conclusion⁷: Summarise the main points of your presentation and suggest⁸ a solution⁹ or a call for action. Thank your audience for their time and attention.
- **Visual aids:** Most people memorise only 30 % of the information through the auditive channel but 70 % through the visual channel. Think about what visuals aids might be helpful. Don't use complicated charts showing a lot of figures, keep your visuals simple.
- **The presentation:** Cue cards can help you find your way through your presentation but don't turn it into a lecture where you read from your cards. Use sentences that are short and easy to understand, otherwise you might lose your audience. Repeat important points to underline their importance.
- **Voice and body language:** Speak slowly and clearly to make sure everyone gets the message you want to convey¹⁰. Make short breaks between the different parts of your presentation. Keep eye contact with your listeners and observe their reaction. Use gestures and facial expressions to underline your statements.

Tasks

1. Read the info text above.
2. True or false? Do the exercise below to check your understanding. Correct the false statements.

a) The main part is the beginning of a presentation.	t / f
b) The visual channel is much more important than the auditive channel.	t / f
c) At the end of a presentation it is a good idea to say how to solve an issue.	t / f
d) Your voice is the only thing that matters in a presentation.	t / f
e) Don't use long sentences. They will make your presentation more confusing for the listeners.	t / f
f) You needn't think about how to deliver the elements of your presentation before you start.	t / f

Vocabulary

1 **aim:** das Ziel – 2 **audience:** das Publikum – 3 **to divide sth. into sth.:** etw. in etw. aufteilen – 4 **to introduce oneself:** sich vorstellen – 5 **to capture:** hier: einfangen, erfassen – 6 **arresting:** fesselnd – 7 **conclusion:** die Schlussfolgerung – 8 **to suggest sth.:** vorschlagen – 9 **solution:** hier: der Lösungsansatz – 10 **to convey sth.:** etw. vermitteln

M 4 Hello everyone! – Helpful phrases for presentations

Get to know helpful phrases for the three parts of a presentation.

Introduction

- Hello _____ (enoyreve), my name is ...
- Can everybody _____ (reah) me OK?
- I'd like to _____ (letl) you about ...
- First, I'll _____ (klta) about ...,
then we'll _____ (kool) at ...
and _____ (allynif) I'll tell you ...

Main part

- OK, let's first look at the _____ (artsch).
- Let me give you another _____ (exelpma).
- Now let's _____ (vome) on to ...
- That's all I can _____ (yas) about ...
so let's turn to ...

Conclusion

- To _____ (summaesir), we can say that ...
- Oh, that brings us to the end of my _____ (ionentpresat).
- Do you have any _____ (seputions)?
- Thank you for your _____ (entionatt).

Tasks

1. Unscramble¹ the jumbled² letters in the exercise above.
2. Complete the sentences with information about your company or your job.
3. Get together with a partner and present the sentences you have prepared to him or her.

Vocabulary

1 to unscramble sth.: etw. neu anordnen – 2 jumbled: vermischt

M6 Take a look at the statistics! – Presenting charts

Get to know helpful phrases to talk about charts in a presentation.

attention	thing	(to) show	(to) increase ¹
(to) see	(to) point out ²	trend	change
total	sum up ³	(to) take	development ⁴
			steady



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- a) _____ a look at this.
- b) As you can _____, it is a chart that _____ some figures about ...
- c) It shows the _____ from ...
to ...
- d) The first _____ you will notice⁵ is the upward _____ between ...
and ...
- e) Now, I would like to draw your _____ to ...
- f) Here the figures have remained _____ for ...
- g) I would also like to _____ that the figures⁷ for the last months have
_____.
- h) And here you can see the _____ number of ...
- i) The biggest _____ can be seen in ...
- j) To _____ we can say that ...

Tasks

- Write the words from the box into the appropriate⁸ gap.
- Now complete the sentences with information from your job or company.
- Get together with a partner and present each other the sentences you have prepared.

Vocabulary

1 **to increase**: erhöhen, steigen – 2 **to point sth. out**: etw. aufzeigen – 3 **to sum sth. up**: etw. zusammenfassen –
4 **development**: die Entwicklung – 5 **to notice sth.**: etw. bemerken – 6 **to remain**: bleiben – 7 **figure**: die Zahl –
8 **appropriate**: passend

M 8 Watch your body! – Practical exercise

Read the information on body language and test your skills.

Tips that will help you deliver your message to the listeners

Posture¹

Open your chest and arms and keep your back straight². You can breathe better and will feel more relaxed. When standing, the distance between your feet should neither³ be too big nor too small. It differs from person to person – a good tip is that the distance between your feet should be roughly the distance between your shoulders.

Facial expression⁴

When you stand in front of an audience, you should have a positive attitude. To achieve⁵ this, you need some points in your presentation that give you a reason to smile and make your audience and yourself feel comfortable. People who smile are seen as warm, competent and also credible.

Gestures⁶

Use open gestures. Crossing our arms is seen as a sign of uncertainty or arrogance. Let your arms move naturally at your side as you speak. Point directly at elements of your presentation that are important, such as a chart or a set of figures. This enables⁸ you to draw the listeners' attention to this point as they will follow your finger.

If you can, move around the room while directing your gestures towards different parts of the audience. It will have a very positive impact⁹ on the audience. Try to relax your body and let it speak to your audience. If you're not open to the audience members, they will not be open to your ideas.



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Tasks

1. Read the info text above.
2. Now with a partner, try out the tips mentioned above. Use phrases from the previous materials. Then swap roles.

Vocabulary

1 **posture**: die Körperhaltung – 2 **straight**: aufrecht – 3 **neither ... nor**: weder ... noch – 4 **facial expression**: die Mimik – 5 **to achieve sth.**: sth. erreichen – 6 **gestures**: die Gestik – 7 **uncertainty**: die Unsicherheit – 8 **to enable sth.**: etw. ermöglichen – 9 **impact**: der Einfluss