



Lesson outcome

Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.

- Lead-in**
- 1A** What types of presentations have you delivered in the past? How easy did you find it to engage your audiences? Why was that?
- B** What can presenters do to make the information they communicate as engaging and memorable as possible?
- 2A** Read the short article on the psychology of learning on page 124 and answer the questions.
- 1 What is the Primacy and Recency effect?
 - 2 How can it be applied to different work environments?
 - 3 How can understanding the effect help us to present in a more engaging way?
- B** The article suggests that presenters can learn a range of techniques to open and close presentations engagingly. Based on your experience, which techniques do you think are effective?

Listening

- 3**  1.01 Listen to the opening of a presentation by a senior sales director of a multinational electronics retailer. He is presenting to his store directors at a management meeting.
- 1 What is unusual about the way the director begins his presentation?
 - 2 What did customer feedback suggest the in-store staff should do? Why?
 - 3 What is the purpose of the rest of the presentation?
- 4**  1.02 Listen to the close of the presentation.
- 1 What action plan has been agreed? 2 What is the main measure of success?
- 5** With a partner, discuss what you personally liked and did not like about the opening and close of the presentation, and why. Overall, how effective do you think the presentation was?

- Useful language** **6A** Complete the gaps in the table (1–10) with the recording extracts (a–j).

- a Before I show you, what do you think it will be?
- b So how will we build a new culture?
- c Today, I want to do something a little bit different and begin my presentation with some feedback.
- d I'm convinced that you can succeed in delivering store success.
- e The issue is not about trying harder but more about thinking differently.
- f It's really amazing feedback.
- g We all want to build an amazing culture.
- h We really have to transition the culture more to our customers' needs.
- i Let me read out this customer feedback for you; it's great.
- j Have a quick chat to the person next to you. I give you thirty seconds.



General techniques for engaging an audience	
Departing from convention	1 _____ Let me close by asking an unusual question. What was the main topic today?
Challenging assumptions	The problem is not the customer. The problem is us. 2 _____
Creating a sense of urgency	If we don't act quickly, we won't have any customers. 3 _____
Building rapport	I believe we share a common ambition. 4 _____
Awakening curiosity with questions	What's the most common customer complaint in business today? 5 _____
Getting the audience to talk to one another	Can you discuss these two questions with your neighbour for three minutes? 6 _____
Communicating optimism and confidence	There's little doubt in my mind that we will succeed. 7 _____
Quoting interesting data	Have a look at these statistics published last month in a leading magazine. 8 _____
Using rhetorical questions	So how do we find out what they need? 9 _____
Using powerful vocabulary	In fact, that's totally wrong. It's an incredible achievement. 10 _____

B In pairs, discuss these questions about the Useful language table.

- Which general techniques do you think are effective and easy to use? Why?
- What are the advantages and disadvantages of getting audience members to talk to one another during a presentation?
- When can rhetorical questions be particularly effective?
- In which contexts might more neutral language engage an audience more effectively than powerful vocabulary?

T Teacher's resources:
extra activities

TASK

7A Read the professional context on page 124.

B Work in pairs. Plan the opening (3 mins) and close (2 mins) of your presentation using the techniques and language in this lesson. Include the following information:

Opening

Your name and position in the company
The objective of the presentation
The content of the main presentation
The timing of the presentation

Close

A summary of the main objective
Opportunities for further information
Your contact details
Thanks



C When you are ready, practise your opening and close with your partner until you feel confident. Then form groups and present to others. When you have finished, give feedback on: the overall clarity and impact of the presentation, which techniques studied in the lesson were used and how effective the techniques were in engaging the audience with the key messages.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

UNIT 1 > Innovation

Lesson 1.4 Business skills: Engaging presentations

Useful language **A** Match a comment (a–f) and a solution statement (i–vi) with each of the rhetorical questions (1–6) to make more examples of the three-part formula.

Rhetorical question	Comment	Solution
1 So, the question is where to invest next?	a I can tell you in very simple language.	i I think we have to focus on building brand recognition in the coming years.
2 Why are we struggling to attract young talent?	b I'll tell you. You slow down your learning and you make more mistakes.	ii So be brave, admit you don't know and ask. Questions are the highway to success.
3 How many times have people told you that they work too much?	c For me, the answer is clear. Nobody knows about us.	iii But we need to engage with new technology or get left behind.
4 What happens if we don't change?	d For me, the problem is not having too much to do. The problem is time management.	iv However, I feel we should look at Poland and Hungary as emerging economies.
5 Is there a simple solution to the threat of digitisation?	e Not at all. It's complex.	v We will go out of business, slowly but surely.
6 What happens if you pretend to understand things when you don't?	f There are many options. And nobody can be sure of the future.	vi I think people need to learn how to prioritise and focus on what matters, and forget the rest.

B Look at the example from audio track 1.01 that begins with an opening statement (in this case a problem), uses three repetition statements about customers and finishes with a demand to do something. Then match a repetition (a–f) and a closing demand (i–vi) with each of the opening statements (1–6).

Opening: *We have a problem with our store culture.*

Repetition: *Customers are just not feeling listened to. Customers are not happy. Customers are not buying.*

Demand: *This needs to change.*

Opening	Repetition	Demand
1 The project is rapidly becoming a disaster.	a They don't come back and buy from us. They tell others not to come back and buy from us. They buy elsewhere and strengthen our competitors.	i We need to find ways to remotivate people.
2 Staff engagement dropped significantly last year.	b We are over budget. We are over schedule. And we are over scope.	ii I think it's time for everyone to play a part in the leadership of this company and support the turnaround.
3 I'm tired of hearing complaints about the board.	c Learning. More learning. And even more learning.	iii In today's presentation, I want to talk about how we can innovate more.
4 Innovation is the key to business success.	d It means we create new products. It means we find new customers. It means we keep having fun and don't get bored.	iv When you stop learning and developing yourself at work, it's time to move on.
5 Unhappy customers do three things.	e Our leaders don't appreciate me enough. Our leaders don't pay me enough. Our leaders aren't around enough.	v So let's talk for a few minutes about how to keep our customers happy.
6 There are three things which bring success in life	f People aren't happy with their management. People aren't happy with their colleagues. People aren't happy coming to work.	vi I think we need to stop and reflect on whether we are doing the right thing.