

Teacher's notes

Use images and charts in a presentation

Note

Before the lesson, you might want to ask students to bring in photos, charts, graphs, etc., that are relevant to their own studies or interests. They can use photos in Exercise 4 and other visual aids in Exercise 3.

Warm up

Ask students if they have ever given a talk. Discuss how it feels to stand up in front of people and keep them interested. Ask them what they think is the most difficult aspect of speaking to others in a formal situation. Then ask them why they think so many people use visual aids in their talks. Elicit suggestions such as keeping their talk interesting, presenting complicated information in a way that is easy to understand, etc.

Next, if applicable, remind students that in *C21 English for the 21st Century*, Level 5, they have learnt to interpret images, charts, etc. Here, they are going to practise using them in their own talks.

Using the Factsheet

Make sure students have completed and understood the Theory to practice section before starting the Worksheet.

There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

Suggested answer

- Of the four images, **2** is the most suitable because it is the most comprehensible way of representing proportions of a whole. Unlike **1**, it contains the information in the talk but nothing else to distract from the main point.
- The problem with **1** is that it is much harder to relate it to the point the speaker is making. While it is possible to work out that the three relevant sectors make up about half of the income, it is much harder to identify them instantly, because there is a much more detailed breakdown of sectors that are not mentioned in the talk. (These are all grouped together as 'Other' in chart **2**.)
- There are similar problems with charts **3** and **4**: these include the same unnecessary information as **1**, meaning that the audience has to do extra mental work to identify the relevant sectors. Also, these representations do not make it obvious that these sectors add up to nearly half the total, whereas the pie chart representation of **2** makes this immediately visually apparent. (The audience would have to do mental arithmetic to confirm this, and in doing so, would not be listening to the speaker.)

Using the Worksheet

- Ask students to read the information at the top of the page. Elicit what sort of visual imagery is used in the subjects that they study. For example, maths students might use formulas and graphs, students of architecture might use floor plans or 3D images, and art students might use photographs of artworks. If students have brought in examples of their own, ask them to talk briefly about them (don't go into too much detail at this stage, however, as students will talk about them more fully later in the lesson).

Practice

Look at the two graphics. In pairs, discuss what they represent.

- This task introduces two more types of visual aid – the line graph and the pyramid chart.
- Allow 3–4 minutes for pairs to talk about the two graphics and compare what they know.
- Ask for volunteers to tell you about graphic A. Ask them what happened in 2014. What could have caused this? (See the suggested answers.)

- Repeat the process for graphic B. Make sure students understand the dual purpose of the chart: showing a *hierarchy* of groups, and showing what proportion of the population each group represented. Ask them if the workers actually had any power (probably not).
- Bear in mind that students will not all be equally familiar with processing information using these sorts of display. Make sure everyone understands before you move on to the next exercise.

Suggested answers

- A** The line graph shows how many thousands of a particular item (vertical axis) were sold each year (horizontal axis) over a ten-year period. The trend is a steady increase, except for the year 2014, when there was a sharp drop in sales. This could have been a result of an economic crisis, a scandal in the company, or a faulty product causing bad publicity, for example.
- B** The pyramid chart shows who held power in the years 1400–1500 and the proportion of the whole population that each group represented. It shows a lowest level of workers (80% of the population), who presumably had no power. This is followed by a smaller number of local administrators (15% of the population), who had power over the workers. The local administrators were ruled by the royally appointed administrators (4%), who in turn answered to the monarch, royal family and court (1% of the population). The chart suggests that 20% of the population had power over the other 80%. Alternatively, we can interpret it as 1% of the population ruling the other 99%.

2  **You are going to give a short talk using one of the graphics in Exercise 1. In pairs, decide who is going to talk about each graphic. Prepare what you are going to say. Tick some of the phrases that you can include in your talk.**

- In their pairs, ask students to decide who is going to talk about graphic A and who is going to talk about graphic B.
- Allow a few minutes for students to work alone and tick some of the phrases. Go round the class offering help as necessary.

3  **In pairs, take turns to give your talks.**

- Students take turns giving their talks to their partners. They only need to speak for about one minute. Remind them that any criticism must be *constructive* (e.g. *Perhaps you could have mentioned ...* rather than *You said X wrong!*)
- As much as possible, go round the class listening and offering help where necessary.
- Allow a little time for feedback in pairs, before opening the discussion up to the whole class. Ask what was difficult about the task. Ask what they might do differently next time.
- Ask some students to give their talks in front of the class. Give some constructive advice in cases where something doesn't quite work. Aim to listen to at least one student who has prepared A and one who has prepared B.
- If students have brought in their own visual prompts (not photos), ask them to talk about them in the same way that they have just practised. They could do this in pairs, in small groups, or in front of the whole class, depending on how many students have brought material and how much time is available. Students may not have brought large-scale graphs/charts, etc., so make sure that other students get to look at the visual material before each talk.

Possible answers

- A** If you look at this graph, you will see how many items were sold over a ten-year period. The vertical axis shows the number of items sold (in thousands), and you can see the years on the horizontal axis. Initially, from 2009 to 2013, there was a steady increase, but what do you notice about the year 2014? During this period, there was a sharp drop in sales. The source of this graph is the 2019 *Sales Report*, and the report tells us that this drop was because of a global slowdown, after which, as you can see, things picked up again.
- B** This pyramid chart is from Unadkat's *The Renaissance*. It shows who held the power in the years 1400 to 1500. As the chart shows, 80% of the population were workers. A fairly large number of local administrators – 15% of the population – had power over the workers. The local administrators were ruled by the royally appointed administrators, who in turn answered to the monarchy. The monarch, royal family and court only made up 1% of

the population. The chart suggests that 20% of the population had power over the other 80%. Alternatively, we can interpret it as 1% of the population ruling the other 99%.

4  **Look at the photographs, and choose one you could use as part of a talk. Prepare to speak about it for 1–2 minutes. Then take turns to talk about your photographs. Include phrases similar to those in Exercise 2.**

- If students have brought in their own photos, they could use them instead of the photos given here. If there is time, you could also ask students to look for a photo online. Otherwise, ask them to choose one of the photographs included here to build a short talk around.
- Students can do this task in pairs, in small groups, or in front of the whole class. Since this is not a real talk, the photos will not be displayed on slides, but students can direct their audience to the relevant photo on the Worksheet.
- Encourage students to look at the phrases in Exercise 2 again, and to try to include some similar phrases.
- Allow a few minutes for students to work on their talks.
- When they are ready, students give their talks. Try to listen to as many as possible, giving advice where necessary. You could ask some students to repeat their talks for the whole class to hear.
- If there is time, students can choose other photos to talk about.

5 **Look at the bar chart and prepare to talk about it for 1–2 minutes.**

- Allow a few minutes for students to familiarize themselves with the bar chart. They should work alone for this, at least initially. After a short time, they could discuss it in pairs if you wish.
- Elicit what the chart shows. Make sure students understand that this is information from a *survey* – it shows how people answered a question. The quotation marks in the title of the chart show the question that was asked. Elicit some of the main points which the chart shows. You might want to introduce some phrases such as *the under-40s / the over-40s* and *the younger age group / the older age group*, to give students an easy, idiomatic way of referring to the two age groups. Students should be able to give you sentences such as:

Free time is more important to the under-40s.

Health is significantly more important among the over-40s.

Free time and relationships are the two most important categories among the younger age group, whereas work and health are the most important to the over-40s.

- Allow a further few minutes for students to prepare their talks. Remind them to incorporate ideas they have practised in the lesson up to now.
- Students can give their talks in pairs, in small groups, or in front of the whole class, depending on the time available. Whichever way you do it, invite constructive criticism as before.

Possible answer

If you look at this graph, you will see the results of a survey, which asked people from two different age groups ‘What is the most important thing in life?’ As the graph shows, free time is the most important thing for the under-40s, with 32% putting it first. For the over-40s, work comes top at 28%. One of the biggest differences between the age groups is in the area of health. Among the younger age group, only 10% of participants said it was the most important thing. On the other hand, 27% of participants over 40 said health was most important. What else do we notice in the chart? Well, as we’ve seen, free time is more important to the under-40s than the over-40s, which we might expect. But we see other priorities too. For example, free time and relationships are the two most important categories among the younger age group, whereas work and health are easily the most important to the over-40s.

Reflect

- 6** Look at the checklist of points from the Factsheet. Which of the points have you practised in this lesson? Highlight any points that you need to remember in future.
- Encourage students to look at the checklist and isolate the ones they think they have practised. They should mention at least the first two points. Explain that, since this is not a real-life situation, they have not practised all the points.
 - Ask students which points they need to remember in future. See if they have any ideas about what they might want to practise. If they need to give presentations regularly as part of their studies, you could suggest that they create some templates for different kinds of slide, so that they don't always have to design from scratch. This could be a good way of working out a consistent and suitable style for their presentations.
 - Ask the class if they now feel better equipped to use visual prompts in a presentation.