



ELD 2 Collaborative Listening and Speaking

Lesson 9

Presenting: Informative Presentations

Students learn how to plan and deliver longer oral informative presentations using details and evidence to support ideas.





Review and Warm Up

A. Types of Presentations

Review different types of presentations.

Teacher Model:

Remind students that a presentation is a speech or talk that you give to an audience with the purpose of **informing, persuading or entertaining**.

- **Informational presentation:** The speaker or writer is trying to provide or give information on a topic for specific goals or reasons.
- **Persuasive presentation:** The speaker or writer is trying to convince an audience to believe something that he/she believes.
- **Entertaining presentation:** The speaker or writer is trying to get the audience to smile, relax, enjoy, and laugh.

It's important to have the purpose in mind before you plan your presentation because it will affect its content and flow.

Warm Up

In this exercise, read aloud each of excerpts below. Remind them to listen carefully to the details. Ask your students what type of presentation (**informational, persuasive, or entertaining**) these excerpts come from and to explain what details they heard which support their answer.

1. *Going camping with your family sounds like a wonderful adventure, but it doesn't always turn out how you might think. Imagine sitting in the back seat of a car for five hours while your little brother sings the ABCs song over and over again. This would cause anyone to jump right out of the car.*

What type of presentation do you think this is? What details support this?

2. *Setting goals can help you plan for both your present and future lives. It seems that almost everyone wishes they could improve their lives – whether in the areas of family relationships, friendships, school, or finances. We all want to improve something. The first step is to set goals.*

What type of presentation do you think this is? What details support this?

3. *I think that professional female athletes should be paid the same as male athletes playing in the same sport. First of all, over the last five years, female sporting events have become just as popular, if not more popular, than male sporting events. This means that advertisers and sponsors are paying more to be featured in the female sporting events. Teams are benefiting from the popularity of female athletes, and they should in turn pay more salary to their female athletes.*

What type of presentation do you think this is? What details support this?





Task #1: (Online Activity) Types of Presentations

In this online activity, students will read excerpts from different types of presentations. They will be asked to identify the purpose of the presentation (to inform, to entertain, or to persuade) and provide the details to support their answer.

Note: The online student activities related to this lesson is in the **Practice Assignment** below the Assessments and Lessons on the homepage. A copy of the tasks is also available at the end of this section to print if you prefer students to write on paper.





Student Name: _____

Task #1: Types of Presentations

Instructions: Read the following excerpts from presentations. Identify the purpose of the presentation (to inform, to entertain, or to persuade). Provide the details to support your answer.

1. I think that students should be paid for getting good grades. Going to school, attending class, taking tests, and doing homework is just like having a job but without getting paid. First of all, if students were paid to get good grades in school, they would definitely try harder. Secondly, if the students that were not getting good grades in school knew that there was money involved, they would look for ways to improve their grades in class.

Purpose of the presentation: _____

What details support your answer? _____

2. As a teenager, learning to drive is difficult enough but having a parent as your instructor? Impossible. Let me start by first saying that my parents are pretty awesome when it comes to teaching me things. For example, my dad taught me how to ride a bike. My mom taught me how to make really good spaghetti. And for the record, they both taught me how to tie my shoes. But there's something about getting into the passenger seat of a car while I'm driving that turns them into stressed-out maniacs!

Purpose of the presentation: _____

What details support your answer? _____





Task #1: Types of Presentations (cont'd)

3. Good verbal and written communication skills are essential in order to deliver and understand information quickly and accurately. Being able to communicate effectively is an important life skill and should not be overlooked. Communication can be defined as the process of understanding and sharing meaning. Studies have also shown that individuals who possess effective communications skills have more successful personal and professional lives.

Purpose of the presentation: _____

What details support your answer? _____





B. Register and Supporting Details

Review concepts of register and supporting details.

Teacher Model:

Remind students of a few important considerations when planning your presentation.

- **Know your audience:** Knowing your audience helps to determine the style of language, or register, we should use. We could be presenting to fellow students, to teachers, employers, or other people of authority.
- **Use formal language** instead of informal language.

<p>Formal language is use in situations that are serious or that involve people we don't know well. Formal language is more common when we write. It includes:</p> <ul style="list-style-type: none">▪ complete sentences▪ correct grammar▪ academic vocabulary	<p>Informal language is used in situations that are more relaxed and involve people we know well. Informal language is more common when we speak. It includes:</p> <ul style="list-style-type: none">▪ single words▪ common language▪ shortened phrases and slang vocabulary
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- **Add supporting details:** Supporting details strengthen the purpose of your presentation, whether it is to inform, persuade or entertain the audience. Remember that supporting details must be relevant or connected to the topic.





Warm Up:

Review the presentation topic chart with your students.

Presentation Topic: Sharks		
Examples	Evidence	Elaboration
great white shark	quotations <ul style="list-style-type: none">Sharks are a “perfect predator”Sharks can have tens of thousands of teeth during their lifetime (source: Marine Life Journal).	<ul style="list-style-type: none">fast twitch musclesendless teethcartilage skeleton that is not prone to disease
hammerhead shark	photographs/images 	
tiger shark	expert opinions <p>Scientists say sharks have lived in the ocean for millions of years.</p> personal experience <p>I saw a tiger shark eat a sea turtle when I was snorkeling in Hawaii.</p>	





Task #2: (Online Activity) Supporting Details

In this online activity, students will read the topic and the supporting information below the topic. They will be asked to identify the type of supporting information being used (example, evidence or elaboration).

Note: The online student activities related to this lesson is in the **Practice Assignment** below the Assessments and Lessons on the homepage. A copy of the tasks is also available at the end of this section to print if you prefer students to write on paper.





Student Name: _____

Task #2: Supporting Details

Instructions: Read the topic and the supporting information below. Identify the type of supporting details being used (example, evidence or elaboration).

1. **Topic: Stargazing**

Stargazing can be as simple as pointing out the stars in the sky or as complex as searching for constellations while looking through a telescope.

Supporting information used: _____

2. **Topic: Venomous Snakes**

According to the World Health Organization (WHO), 600 species of snakes are venomous and 200 are considered truly dangerous to humans.

Supporting information used: _____

3. **Topic: The Power of Positive Thinking**

Positive thinking can allow you to connect with your daily goals, your feelings, and your emotions.

Supporting information used: _____

4. **Topic: Why Texting is Easier than Talking on the Phone**

I can text a friend or two in half the time that it would take me to dial a friend's phone number.

Supporting information used: _____

5. **Topic: The Best Dogs for Kids and Families**

Some of the dogs in this category include Labrador Retrievers, Standard Poodles, and Bulldogs.

Supporting information used: _____





C. Informative Presentations

Review concept of informative presentations.

Teacher Model:

Review with students the steps to creating an informative presentation.

Step 1: Identify your audience

Step 2: Introduce the topic (what the presentation is about)

Step 3: Explain its relevance or importance to the audience

Step 4: Make main points or talking points related to the topic

Step 5: Add supporting details (examples, evidence, and elaboration) to reinforce the main points

Warm Up:

Have your students practice identifying the elements of an informative presentation. Read the following informative presentation out loud.

Greetings fellow classmates. I would like to give you some information about the importance of having a school-wide plan to increase recycling on campus. Schools often produce a tremendous amount of waste with instructional materials, used electronics and food. One estimate is that 24% of school waste is recyclable paper and 50% is food waste and non-recyclable paper that can be composted. Teachers and students can work collaboratively to reduce the amount of waste produced. A successful school-wide recycling plan is good for the environment and can be a lot of fun. Lastly, by working together on a recycling program now, we will more likely carry these habits into our adult years.

Ask your students the following questions:

- Who is the audience? (*students*)
- What is the topic of the presentation? (*the need for increased recycling on campus*)
- Why is this topic important to the audience (*this is good for the environment*)
- What are some of the main points related to the topic? (*school waste can be recycled or composted, teachers and students work together to reduce waste, recycling is good for the environment and can be fun*)
- What are the details that support these main points? (*24% is recyclable paper and 50% is food waste and paper that can be composted, recycling habit carry into adulthood*)





Task #3: (Online Activity) Informative Presentation

In this online activity, students will read the example of an informative presentation with all of the elements put together. Then they will extract specific information from the presentation to fill in the outline.

Note: The online student activities related to this lesson is in the **Practice Assignment** below the Assessments and Lessons on the homepage. A copy of the tasks is also available at the end of this section to print if you prefer students to write on paper.





Student Name: _____

Task #3: Informative Presentation

Instructions: Read the example of a student giving an informative presentation with all of the elements put together. Use the information from the presentation to fill in the outline.

Greetings members of the school board council, parents, and friends. I am here today to present some information about my school's Peer Tutoring Program. Our tutoring program has positively impacted over 100 students this school year in the areas of academic achievement and social-emotional growth. Students who started the program at the beginning of the school year and continued through the end of the year showed a steady increase in their grade point average. In other words, students enrolled in the program who began with a "C" average at the beginning of the year were able to raise it at least one letter grade and, in some cases, two letter grades on average. Furthermore, a student survey given to participants at the end of each semester revealed a significant change in the students' feelings toward school. According to the data, students showed a more favorable attitude toward school and felt more confident in their most challenging classes.

1. Audiences(s): _____
2. Problem or Situation: _____
3. Solution: _____
4. Main Points:
 - _____
 - _____
5. Supporting Details (Examples and Evidence):
 - _____
 - _____
6. Supporting Details (Elaboration):
 - _____
 - _____





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