

The Best Presenters (business English lesson)

level: intermediate (B1)+

class: group

time: 2x 60 min

skills: speaking, listening

Warm up

1. Write on the board *The best presenters...* and invite your students to complete it with their own ideas in multiple ways.

Don't do that!

2. Cut out cards from worksheet 1 and put them into a box (what about making one yourself here <http://esl-kids.com/worksheets/worksheets.html> ?). Let your students draw the cards one by one and as a group discuss if this is what the best presenters do or not.
3. Actually, your students are likely to agree with most of the cards, as that's what presentation tips and techniques usually tell us to do. However, challenge your students a little by asking them to come up with some reasons why they shouldn't do that. A very good article questioning the first point can be found here: <http://business-spotlight.ihned.cz/c1-33474180-don-t-do-that>. However, your students will probably be able to come up with a number of reasons themselves.
4. Watch any talk from ted.com which you think your students will be interested in (or a part of it) and discuss which of the rules from worksheet 1 the speaker kept and which they broke.
5. Ask your students to have a short monologue about the best/worst presentation they've ever seen answering the following questions:
 - When and where did you see the speaker?
 - Had you known them before?
 - What was the topic?
 - What made the talk so good/bad?
 - How did you feel when you were leaving?
 Let each student talk for about 3 minutes.

Your turn

6. Now, discuss your students' personal experience as a group. Ask them how often they have to give presentations, whether it is ever in English, how they feel about it, what they struggle with, what techniques usually work for them etc.
7. Brainstorm some phrases useful for presentations and distribute them into the following categories: beginning the presentation, introducing a topic, changing topics, referring to visuals, finishing the presentation. Then, add phrases from worksheet 2 (without completing the gaps).
8. Cut out the phrases and preposition/linking word cards from worksheet 2 and play a quick game of pelmanism.
9. Ask your students to prepare the first 2 minutes of a presentation of their own, using some of the phrases and techniques they have learnt today.

Cooler

10. Very quickly, list situations you can find yourself in during a presentation and ask your students to say a phrase appropriate for the situation (e.g. you don't want to be interrupted – *I'll be happy to answer your questions at the end.*)

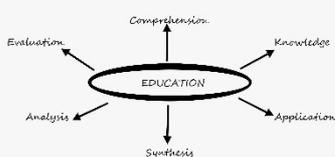
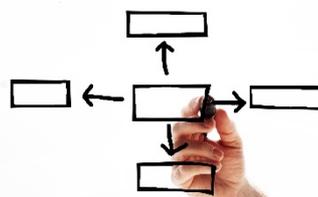
Homework

11. For next week, ask your students to elaborate on their mini-presentations from point 9 and prepare a 10-min. talk with 2 – 3 PowerPoint/Prezi slides.
12. For those interested, you can recommend this Prezi, although it actually goes contrary to some tips from above: <https://prezi.com/z-xa6mul6qol/the-rehearsal-regimen-that-every-great-presenter-should-know/>

Next week

13. Students give their presentations, the others watch and give feedback about the language and general presentation techniques based on what they learnt last week.

...plan their presentations.



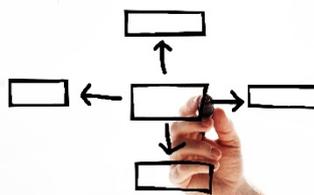
...state their objectives clearly.

...keep it short and simple.



...communicate naturally.

...want their audience to agree.



...don't sell themselves.

Shall we move ____ to the next point?	ON
Let me begin ____ asking you a question.	BY
As you can see ____ the slide, ...	IN
So, to sum ____, ...	UP
Today, I'd like ____ talk about...	TO
I'll be happy to answer your questions as we go ____	ALONG
____ I said before, ...	AS
Now, I'd like to pass the floor ____ my colleague.	TO
That's all I have ____ say.	TO
That's ____ it.	ABOUT