

Presentations

Level: Intermediate

Age: Adults

Time: Up to 90 minutes

Lesson aim:

- To describe what makes a good presentation and share advice for presenters.

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business "Presentations" video
- Transcript

Key:

Tolani – Don't be **nervous**. **Prepare** and be **yourself**.

Jason – Be **confident**. Use those **nerves** to your advantage. Make sure you know your **subject matter**.

Vivek – **Smile**. Remember, you're the most **credible** person in the room.

Jenny – **Practise**. Know your **content**.

C

The aim of this activity is to support learners in recognising the main ideas from each speaker. Students watch the second part of the video (**2:03–3:44**). They make notes about each speaker's answer to the question 'What skills do you think you need to have to be a good presenter?'

Key:

Students' own answers

Students then read the four summaries. They match these to the correct speaker (Chris, Kieran, Prad or Tolani). They can refer to their notes in activity C to help them. Note: you may wish to teach/concept check the word *improvisation*.

Key:

1. Tolani
2. Chris
3. Kieran
4. Prad

D

Students watch the final part of the video (**3:45–4:44**) and discuss the question.

Key:

Tolani and Vivek like giving presentations. Prad doesn't.

Language focus

A

This activity focuses learners' attention on different language used to share advice. It should give the learners lots of ideas for how to share their own advice during the Communication focus.

First, students read the statements and establish their function (*to give advice*). Then they discuss which four phrases have a similar structure and how their function is slightly different from the rest.

Before you watch

A

The aim of this activity is to enable students to briefly share information about giving presentations and presentation skills. This should activate prior knowledge. Students discuss the questions with a partner or in a small group. Do not correct or expect detailed answers at this stage.

Video

A

Play the first part of the video (**0:00–2:02**). After the first watch, students discuss the two questions.

Key:

1. Students' own answers.
2. Both Jason and Jenny mention the importance of practice, knowing the content/subject matter of a presentation well. Similarly, Tolani mentions preparation. Both Vivek and Jason mention confidence.

B

Students reflect on what they heard by attempting to complete the advice shared by each speaker. They then watch the first part of the video again and check their answers.

Key (suggested answers):

1. be +adj (imperative)
2. don't be + adj (imperative)
3. The sentence begins with a gerund. This clearly marks the topic.
4. This is a conditional structure. Highlight that the verb in the 'if' clause is the present simple, and there is a modal form in the second clause.
5. It's not a bad thing to + verb
6. Be as + adj + as you can. This is also an imperative.
7. 'Just remember (that)...' is followed by a *that*-clause which expresses a feeling or opinion. Note: in the speaker's example, 'that' was omitted. The clause typically begins with subject + verb
8. Make sure you + present simple
9. This is the imperative form, similar to phrases 1, 2, 6

1, 2, 6, and 9 are all imperatives, which tell people what to do and are stronger than giving advice.

B

This activity gives students the opportunity to practise using the structures introduced in activity A. They add their own ideas to complete each structure.

C

This activity draws attention to some common pronunciation features of the target language in activity A. Read each sentence naturally to the students. After each sentence, elicit what happens to the underlined sound(s).

Key:

1. *Don't be nervous.* /'dəʊm bi:/'

The /t/ is often elided or softened by using a glottal stop. As a result, the /n/ in 'don't' becomes more like a /m/. This is a form of assimilation, preparing for the next sound /b/.

2. *Even if you are on stage and you make a mistake, you can still just carry on.*

/i:vən ɪf/ The two words 'even' and 'if' often are pushed together in natural speech i.e. the word boundary changes

3. *It's not a bad thing to be afraid.*

/'nɒ təl/ as with number 2

4. *Be as confident as you can.*

/'bi:jəz/: An intrusive /j/ appears between the words 'be' and 'as'. The final /t/ in 'confident' may become the first sound in the word 'as'.

D

This activity provides learners with the chance to apply what they have noticed in activity C. Students practise reading each sentence from activity B, attempting to use the pronunciation features where relevant. Listen and correct where necessary.

Communication focus

Students have four possible tasks to choose from for the communication focus:

Task 1 is a repeat of the lead-in discussion. Students would be expected to discuss these questions in greater detail. You could provide planning time to help them with this.

Task 2 is a chance for learners to use the language they have learnt during the lesson in a slightly different (yet relevant) context. They answer similar questions to those in the lead-in, but this time in the context of job interviews. Allow preparation time before students discuss the questions, so they can review/plan to use useful phrases from the Language Focus.

Tasks 3 and 4 are longer tasks, requiring learners to produce a more personalised and detailed response. These may be well suited for assessment purposes, although they may require additional time (in or out of class) to complete.