**How to present**

1. **Have you ever given a presentation?**

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| **YES:** share your experience with your partner:   * When did you give it? * Where did you give it? * Who was your audience? * What was the presentation about? * How did you prepare? * What do you think went well/ needed improvement? Why? | **NO:** think of a presentation you’ve seen and share:   * Where did you see it? * What was it about? * Why did you attend? * What did/didn’t you like about it? Why? |

**2. Work on your own and then share with two other people:**

* Write down three reasons why giving presentations might be useful in your studies.

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* Write down three things you like about presenting.

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* Write down three reasons why presenting in English might be difficult for you.

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* Write down three targets for yourself for presenting in English.

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**3.** **Watch Joanna and write down what you think her targets should be for when she presents next?**(UNIT 1, What’s the point?)

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**4**. **The presentation journey**

1. **START**

Work in groups of five. Each of you will pick a short paragraph which together make up a text about the start of a presentation. Skim your paragraph and share the main idea(s) with your group. Then look at the sentences below and decide together which area (who, why, what or how) they relate to. (The presentation journey)

* My purpose today is to….
* I'm going to develop three main points. First,... Second,... Third,…
* Morning everyone. Thanks for coming. My name is Luca and I’m a third-year student of Special Education.
* Please feel free to interrupt me at any time if you have a question.
* For those who don’t know me, my name is Megan Dudley and I’m a public speaking coach with…
* What I’m going to do today is demonstrate a special education technique which has been devised to help…
* The presentation shouldn’t last more than seven minutes…
* So, I’ll be addressing three main points and the first one is going to be… The second point will be... And finally, the last point is…

1. **FINISH**

**Consider this question and write down at least four points**.

* What do you think should go in the final part of a presentation? Why?

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**Compare with your partner. Put together some rules for an effective presentation ending.**

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**Skim the text** (The finish) **and check whether your rules are the same as the ones given in the article.**

**Watch an excerpt from a video and discuss with your partner whether the presenter ended her presentation effectively or not. Give reasons**.

<https://www.youtube.com/watch?v=g6_g2tzwTe8> (0:28 - 1:19)

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1. **THE CONTENT SANDWICH**

Think of the content of your presentation as a sandwich filling. What are you going to put between your two slices of bread (= the start and finish)? There’s cheese, ham and a piece of lettuce, for example. How are you going to show your audience that you’re now adding cheese, ham or lettuce? What kind of language can you use?

**Work in groups of three and brainstorm ideas. Think of at least five examples.** 

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| 1.  2.  3.  4.  5. |

**Watch two examples of Svitlana and Zhan’s presentations and write down at least five examples of the language they use to signal a change in theme.** (B 1.07, 1.08)

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| 1.  2.  3.  4.  5. |

1. **HOW WILL YOU SERVE YOUR SANDWICH?**

**On your own, look at the quiz and complete it. Discuss your answers with the person next to you and decide on the best option for each question.** (Body language quiz)

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| 1. 5.  2. 6.  3. 7.  4. 8. |

1. **QUESTION TIME!**

**Watch another extract from** <https://www.youtube.com/watch?v=g6_g2tzwTe8> (1:20 – 2.59).

How does the presenter handle questions? What’s her strategy? Can you identify any stages in her answer?For example, does she become defensive or does she welcome the question? Does she refer the listener to anyone else or any materials?  
Compare with your partner when you have finished.

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**Work in pairs. Think of a topic you are familiar with and tell your partner what it is. Take a minute to think of three questions to ask your partner. Your partner will attempt to answer them using the strategies from above.**

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| 1.  2.  3. |

**How did your partner handle your questions? Were you happy with his/her answers? If not, what should she/he do differently next time?**

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1. **IT’S YOUR TURN.**

* Think of a special education technique, method or tool that you can demonstrate (and possibly teach) to your classmates. Choose something practical, not theoretical.
* You can use any format to demonstrate your technique, e.g. a poster or a PowerPoint presentation, and you can bring in aids.
* Make it about **seven minutes** long. If you **work in a pair**, your presentation should be about **12 minutes** long. Share the speaking time equally!
* Make your presentation interactive – involve the audience!
* Consider all the points above we have talked about and keep them in mind while planning and preparing your demonstration.
* Please acknowledge your sources at the end of the presentation!

1. **Watch a video of your choice on YouTube about how to give an effective presentation. Share the link in the discussion forum and then briefly summarise the recommendations and say whether you found them useful or not. Give reasons. Read at least one of your classmates’ posts and say whether you agree or disagree with their comments. Give reasons.**

Sources:

Comfort, J. Effective presentations, Unit 1, pp 6-7. Oxford University Press, 1996.

Williams, E. Presentations in English. Macmillan ELT, 2008.

Grussendorf, M. English for Presentations. Oxford University Press, 2008.