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This work should not be limited to improving the content of what they say, because the public often attests that the success of a speech depends equally on content and style. Capturing such a confident style of speaking is not easy at all, and our students need guidance and practice to reach this level. Here are some tips to help students become more confident, prepare properly, and troubleshoot their own shortcomings just before they get up to present their presentation. One of the most rewarding moments of my entire teaching career was watching a painfully shy Egyptian woman stand up and give a powerful and passionate speech. I'm not sure I can even remember what the speech was about, but her confidence was simply inspired, and it reminded me that I shouldn't doubt the ability of my students to grow, learn, and surprise the hell out of me. 1 If you are a regular reader of my contributions busyteacher.org, you will know that I have a couple of hobby horses, and practice is one of them. Nothing is worth it ever happened without a lot of preparation, and to speak in public, there is no substitute for having already delivered the speech a dozen times (albeit privately, or with friends) before the Great Day comes. 2 Along with special classes on presentation skills throughout the semester, I include a major focus on fluency in all my classes. I ask students to speak in full sentences, call on individuals to provide answers, and ensure that each student has spoken in front of their peers. The more my students are challenged by these situations, the less worrying their first big presentations will become. 3 This is also something to work on throughout the semester. In large classrooms, I tend to exaggerate the difficulties that I have in hearing someone speak, so they have to raise and project their voice. We talk about methods of using the muscles of the diaphragm, so would a singer, to concentrate and design the sound, and we will make extensive use of recordings, after we see. 4 Students get nervous, but again, using recordings and rigorous repetitions will eliminate most of these issues before they fully arise. 5 Don't be afraid to be funny. Many of our students come from societies where most of the formal presentations we've seen are horribly staid and boring, often much more than they would have preferred. Encourage your students to break this cycle by starting with a joke, poking fun at themselves, using a funny prop, bringing funny pictures, or using comedy mimes or facial expressions. It can easily go too far, but even this would be preferable to a long hour of verbiage droning. 6 Even the most talented and writers have important moments when they give their work to someone else and gently ask: So what do you think? The opinions of others are rarely without useful advice, whether it is a focus on speech rhythm, the amount of movement of the use of visual aids, or the presentation content itself. If possible, ask students to present their presentations in a friendly, threat-free context in the run-up to their main performance. 7 Actors do it, dancers do it, even musicians do it. Having a complete view of yourself when practicing a presentation is a huge boost to your understanding of how you will be perceived. Be honest about what you see; Is your posture confident? Do you have tics or manners (for example, playing with your hair, touching your face, shaking with an object) that could distract the public? Are you smiling enough, or too much? Do you keep your head up, watching the audience, or is your face buried in your copy, hiding from the world? 8 I recommend video and/or audio recordings in all types of situations; I still record most of my classes, and others tips to do the same. This is nowhere more useful than during preparations for a presentation. Sure, the experience of watching ourselves on film is decidedly awkward, and can be quite uncomfortable, but remember that this is a diagnostic tool intended to cure what is sick presentation technique. Watch with friends and get their feedback too; I once did an evening of this and invited a handful of people for a bottle of wine and a viewing of a speech I gave, just to help me prepare for a future one. 9 Let me ask you something: when you write a lesson plan, do you include approximate timings for each section? I'm a big fan of doing this. The calendar are not set in stone, and one must teach the class rather than teaching the plan, but having a general sense of timings could help you stay on track. Put a clock on each section and see how efficiently you can move through this material without rushing or becoming blurry. 10 This is not a judgment of your worth as a human being, nor will a poor performance lead to a terrible punishment. It's just a presentation, and as thousands of given every day around the world, the quality will vary considerably. You won't get the right first time, or even the third, or tenth, but you're involved in a lifelong process of learning important skills and gathering confidence. Don't be yourself, even if watching the video presentation makes you cringe. Make a lot of notes when you watch the video and try to compile tips for yourself in different categories. Here are some common problems and potential solutions: 1 This is a matter of Until I heard myself on tape, I spoke at the speed of sound in the classroom, bringing a lot of confusion to the rural China areas where I worked. Once I became aware of it, the transition required a focused and continuous effort to slow down right. My standard was once I speak so slowly that I sound like I'm patronizing my audience, then I'm probably going pretty slow. 2 Yes, I was guilty of this, too. Almost like I was chatting with native speakers, I used to run my words together, use slang, fail to complete sentences and simply hope the point I still passed. Instead, once I heard the footage, I made a special effort to clarify my pronunciation and, alongside generally slowing things down, worked to utter every word. 3 It might be too much, so the speaker seems to walk randomly on stage for no apparent reason. Or, it might be too little, so the speaker is statue-yet, arms of their sides. A compromise is obviously the best, but movement and gesture should always contribute to the expression of the points in question. On the tape, or in front of a mirror, use your hands broadly and expansively to clarify the points or add color, but not so much that you seem to have become one of Marcel Marceau's disciples. 4 I would guess that about 103% of student presentations go back in time. Preparation can alleviate this, but in the heat of battle, nothing works so I prefer. It might go so far as to include optional sections in your presentation plan, so if you're well over time, you can lose some of the content and catch up. Putting a clock on rehearsals will help, so will write the intended calendar next to each paragraph or sub-title. 5 After we see in the next article in this series of three, it is possible to mercilessly cut down your content so that it is not too wordy. This is another way to save time, but it also eases the pressure on the patience of the public. I was a very shy teenager and developed a bad stutter that took years to eradicate. For me, public speaking (at concerts, where I directed and sang) gave me very difficult circumstances in which I could debunk, once and for all, the myth that I had a real speech impediment. I was just scared and unconvinced by my abilities. With time, practice and guidance, your students can overcome the same types of obstacles, and begin to look standing in front of an audience not as a terrifying moment of fate, but as a natural and enjoyable opportunity. This business skills lesson plan by Tim Bowen presents common features of presentations and practices a useful language for putting together and offering presentations. Length of lesson: 60-75 min Materials: Worksheets 1-5 Subsidiary objectives: Listening (or reading) for specific information, discussing what makes a good presentation. Loading page. Please wait. Class Level: High Intermediate Type of Lesson: Integrated Skills authentic materials. Theme: Giving presentations) Objectives: To identify the characteristics of a good and bad presentation To enter vocabulary related to presentations To review sentence stress and intonation patterns for effective effective By the end of the lesson, students will be able to offer a sales presentation about their companies' new product. Read: 5 great activities to use with English business students! Read: To perform a needs analysis for your English Class Assumptions: business: Students have a wide range of vocabulary related to the business field. They are able to articulate complete sentences using complex and compound sentences. They are aware of how important intonation is when they send a message. They are able to differentiate the intonation patterns. They will already know many adjectives that are used to describe the product they sell to their company because they have used them in their language while performing sales pitches. They have previous experience in giving presentations in their own language and have given presentations in previous ESL classes. They are familiar with the structure of a presentation: introduction, overview, state results and conclusions, summarize, and close. Save \$100 with TESOL Diploma and teaching English Business Specialist Package! Students background information: Students are to provide a sales presentation about their new product company at a business conference. They are well established by sales people in Japan and this will be their first time presenting their product in an overseas environment. Problems and early solutions: Students may not be able to remember some of the big speakers. In this case, the teacher will suggest people, such as Martin Luther King Jr., Steve Jobs, etc. They may have difficulty in using the appropriate intonation in certain phrases; this will be solved by demonstration and drilling. They may also have problems with some pronunciation in the intonation exercise. The teacher will be around to help students with their individual needs. AIDS/Materials: YouTube video Improving your presentation skills: a vocabulary presentation worksheet; stress and intonation worksheet; Steve Jobs iPhone 2007 YouTube Time presentation: approx. 150 minutes ENGAGE - Business English Lesson Plan-Learn to create business lesson plans for English online! Purpose: to introduce the theme to give presentations and emphasize the skills and features that lead to a good presentation. Techniques used: questionnaire; discussions; Brainstorming Skills: Speech and Listening Interactive Model: S and SS Time: 10-15 minutes AIDS/ Materials: handouts with questions/board Put students in pairs and they have discuss the following questions: 1. What are the characteristics of a great speech/presentation? 2. Who are the biggest speakers you can think of? 3. Who do you need to give presentations to as part of the job? What's this all about? Once students have finished discussing in pairs, they have full-class feedback and have students brainstorming the characteristics of a great speech are. (Examples of ideas that be aroused: eye contact, clear voice, positive body language, etc.) STUDY - Business English Lesson Plan 20 Hours teaching teaching English Course Only \$199! Step 1: Enter words and phrases related to giving presentations Techniques: Gap-filling Skills: Reading and speaking Interactive Patterns: T-S; SS Time: 5-10 minutes AIDS/Materials: Vocabulary: Presentation language worksheet. Students will be given a Vocabulary: Presentation Language worksheet that uses words and phrases suitable for presentations. They have to work in pairs to fill in the gaps of the passage. After students have completed this task, the teacher will take it as an entire class and discuss any vocabulary words they were not sure about. Vocabulary: Language Complete presentation following passages of presentation using the words below after that finally illustrate the outline to begin with then specifically describe the purpose of the sum up thank you say Good morning, everyone. I hope you're doing well today and I'd like to tell you all that you're here. Today I'm here to _____ about our latest product, and more _____ about how it works and what it does. I would also like to _____ product characteristics and _____ inform you about where you can get and _____ I would like to briefly _____ my current marketing policy in Canada. _____ I will _____ some of the problems we have encountered in our market share. _____ I will _____ our progress this year and continue with our main _____ pentru be here; Product. Key Answer: thank you, I say, specifically, illustrate, finally, to begin with, describe, then, outline, afterwards, summarize, purpose Step 2: To identify how important intonation is in providing a presentation of sound Techniques: License Skills: Listening and Speaking Interactive Models: T-S Time: 5 minutes AIDS / Materials: Vocabulary: Presentation language worksheet The teacher will read the statement twice. T will ask students to listen carefully and identify differences. First, T will read it using the stress of the sentence (emphasizing the words of content: nouns, main verbs, adjectives, adverbs), intonation and tone of voice. The second time, T will read it in a monotonous voice. Then T will cause the difference and which one is more effective and why: T: Which speech was more effective? S: First T: Why? S: (Possible answers) You used the expression, your voice changed, you sounded enthusiastic. In second reading, it seemed boring, boring. Read: Use The Communicative Approach Read: Using Task-Based Learning ACTIVATE - Business English Lesson Plan Aim: Practice intonation models Techniques: reading out loud Skills: Speaking and Pronunciation Interactive Patterns: SS Time: 10 minutes AIDS / Materials: Good and Bad Stress and Intonation from UsingEnglish.com Ea the teacher will hand over the good and Bad Stress and into. Students work in partners to practice saying the sixteen sentences with both good and bad intonation. The back of the worksheet provides useful tips on expressing sentences the best and worst possible ways. Once the students have finished practicing with a partner, they will skip each sentence as an entire class. The teacher will correct them where necessary STUDY – Business English Lesson Plan Pastima 1: Purpose: identifying the characteristics of effective presentations. Technique: Notes-taking, listening to main ideas Skills: listening and speaking interactive models: S and SS Time: 10-15 minutes AIDS/Materials: YouTube video Strengthening Your Presentation Skills-Killer Presentations by Doug Jeffries. (approximately 7:18 minutes) The teacher will play the video twice to ensure that students have a full understanding of the content. Students are responsible for scoring at least five presentation skills that Doug Jeffries mentions in the video (Making audiences comfortable, setting eye contact, break power, body language/gestures, effective content). They will then go over and discuss the importance of each point as an entire class. For example: T: Why is it important to make eye contact when making a presentation? S: Engages the viewer and lets them know that you are talking directly to them Step 2: Preparing to give a presentation- Identify ing words and adjectives that describe products. Techniques: taking notes; listening to details, discussions Skills: Listening and speaking Interactive models: T-S; SS Time: 50 Minutes AIDS/Handout Materials – Steve Jobs iPhone 2007 presentation launch–The professor will now ask students if they know who Steve Jobs was and what he was responsible for. T will tell students that they will now watch a presentation by Steve Jobs and they need to discuss the following questions:- Can you identify any of the presentation skills described by Doug Jeffries in the Steve Jobs video?- What makes Steve Jobs iPhone 2007 launch presentation effective? (Possible answers: visual, speech calendar accompanied by visuals, clear voice, confidence, product knowledge). - keeps the audience engaged? (Possible answers: movement, gestures, tone/tone, humor, repetition (reinventing, revolutionary) T will

ask students to take a closer look at the presentation of Steve Jobs. T will guide them to identify any words that they believe have made their presentation effective; words repeated them, words that I think helped to describe/promote his product. Students have to choose certain adjectives, would be revolutionary, life-changing, reinvent, magic, etc. T will write students' responses on the board and then ask them to think about other vocabulary words that they could use to sell a product, focusing on a product that the company they work for sells. If you were to sell your company's new product in a presentation like Steve Jobs, what type of words would you use to hire the public and want them to buy the product Come up with as many adjectives as you can to promote your product. Students will compile an individual list. Once they've finished their lists, they'll discuss the adjectives together. Together, a class. T will write their ideas on the board, adding to the list that I compiled from the Steve Jobs presentation and give students time to copy any of the adjectives they want to use for their presentations in their notes. ACTIVATE – Business English Lesson Plan Aim: Students will create a presentation using ICT tools (PowerPoint/Camtasia) to sell a product to their colleagues using the appropriate vocabulary and body language. Techniques: Collaborative Writing and Discussion Skills: Talking, Listening, Reading and Writing Aids/ Materials: Computers with The Camtasia Program and Microsoft PowerPoint Interactive Pattern: SSS Time: approx. 50 min. For the final stage of the lesson, T will tell students that they are going to create a presentation, just like the one they viewed in the Steve Jobs video, using ICT tools (Camtasia or Powerpoint) to sell a product of their choice. The product must be something you are fully aware of because they will not have much time for research. T will briefly skip the main stages of a presentation. The presentation of students must follow this format: introduction, overview, status point, status results, summarize, and close. Other points to remember for use in their presentations are: -using vocabulary (adjectives and phrases) to describe product language -body, gestures and intonation -synchronizing their speech with slideshow presentation Once each student presents, the rest of the class will give them feedback on their presentation (both good and bad) and what they need to work on a real-life sales presentation scenario. Adapted from the 120-hour tefl graduate certified lesson plan. Take a TESOL course with teaching business specialist English! Specialist!

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