



English Language Teaching Project: Teaching Business English for a Career in Retail Management in the UK

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Introduction

We have designed a lesson plan aimed at students wanting to conduct business in English, specifically in the retail industry. The target students are French business graduates who already have an advanced proficiency of English, and need more specific instruction on specialist terminology and language used in their vocation. We will hold a two-hour weekly evening class and the entirety of the course will run for six months, with the aim of introducing a range of business discourse and concepts. Moreover, in designing this lesson, we have drawn from the model of English for Specific Purpose practitioners. The core characteristics of ESP (Strevens 1988, Dudley-Evans and St John 1998) include: meeting the specific needs of the learner, relating content to a particular discipline or occupation and centering on language appropriate to the occupation. In order to focus on the language needs and professional goals of our students, we have conducted a needs analysis around which each lesson is based. Recognising the aim of our students is to successfully enter the English retail market, our curricular will focus upon language and discourse structures commonly used in a business environment. This will prepare them for the business contexts they will find themselves in once they've completed the course and thus meet their needs.

In this lesson, we will focus on oral presentation skills. In these situations, students will require knowledge of business-focused and persuasive vocabulary, presentation skills and the components of a successful pitch. Fluency and confidence whilst speaking are also important areas. We have therefore developed activities tailored to meet these needs. Furthermore, in choosing the activities for our class, we have considered the following criteria (Thornbury 2005): interactivity, productivity, appropriate level of difficulty, clear purpose for the students, supportive learning environment and authenticity (in Celce-Murcia, Brinton and Snow 2014: 125-126). Moreover, the timings of each activity are suitable to retain attention and maintain motivation. Recognising the importance of motivation, we have referred to Dörnyei's (2001) framework of motivational teaching practice. As a result, we have ensured that our activities are engaging for the students, thus maintaining their interest and motivation. To ensure that the students remain confident, we will stagger the activities, progressing from those which are controlled to those encouraging freedom and creativity.

Besides requiring the specific vocabulary and oral presentation skills, students need to develop appropriacy. As stated by Ishihara and Cohen (2010), students need to be able to speak 'with the proper politeness, directness and formality' (4). The students need to have knowledge of how to engage in speech acts (4) in order to succeed in business presentations. As a result, this lesson will aim to encourage the correct use of formal language along with confidence, two important components of business sales pitches.

Pre-Tasks

We will begin the lesson with a few short warm-up activities, which we expect to last for fifteen minutes. We have included a pre-task because, as Bohlke (2014) states, pre-task planning provides learners with an opportunity to give attention to language areas that have not yet been automatised. It also encourages learners to use appropriate grammar forms to communicate meaning as well as assisting learners in organising their ideas, activating existing knowledge and recycling known language. Further research on pre-task planning led us to Skehan (1998) who indicates the following effects on oral performance: greater fluency, improved accuracy, more experimentation and expressing complex ideas, more complex content as a result of deeper interpretation of task demands and improving self-monitoring. We hope, therefore, that through these pre-activities the student's will improve their proficiency in later spoken tasks.

Taking this reading into consideration, the students will first be informed of the lesson objectives: To learn how to structure an effective sales pitch in English and to work on the delivery of the pitch, focusing on improving fluency. We will explain how these fit into the overall objectives for the language course: to equip these students with the skills needed to work within the English retail market. By doing so, the students will understand the purpose of the tasks and thus the importance of engagement in each. This will maintain focus throughout the lesson and improve motivation, creating a positive and productive classroom environment. Following this short introduction, we will carry out a number of quick warm up activities. Given their brevity,

these tasks will grasp and focus the student's attention as well as helping to quicken their thought processes. They will also activate their schema for giving sales pitches which will aid later tasks.

TASK 1: Homework check

This first task will be an information recall activity. In the previous lesson, we introduced the students to a selection of common business vocabulary, which they have been asked to learn for homework (Appendix 1.1). We deliberately chose a wide range of words, all of which are regularly found in sales pitches and will thus be of use throughout the lesson. Similarly, they will be very important once our students progress from this course into employment in the retail market. In this task, the words and their corresponding definitions will be provided, the definitions jumbled (Appendix 1.2). The students will be required to match the words with their correct definition and will receive a mark out of twenty. Thus, the information previously learnt will be recalled, helping to reinforce and retain the information. It will act as a consolidation on their homework so will highlight to the teacher which students have or haven't completed their homework task. We informed the students that they will be tested on the words that they learnt for homework which should have motivated them to learn them. This exercise is very controlled as students don't have to think too much for themselves. As such, the complexity level of the task is low, making it a good warm up activity. Following the initial activity, the next few will offer a progression from a simple matching of definitions to more productive warm-up tasks. They will therefore allow the students to think more for themselves, preparing them for later exercises.

TASK 2: Gap Fill

The second activity will be a gap fill exercise in which the students will fill in the missing words of a sales pitch (Appendix 1.3). The sales pitch has been written in a simple structure and contains a number of words learned for homework, enabling recycling which will aid learning. Through this task, the students will be able to see these words being used in a meaningful situation. They will also be provided with a basic model of a sales pitch to help with their own writing during the main body of the lesson. As all of the words will be contained within a box, this task is very controlled; instead of having to produce their own information, the students can use words from the box. However, through having to place them into more meaningful situations, this task is more applied than the first and requires more student interaction with the activity. When writing the sales pitch, we aimed for it to contain the basic information needed when giving a sales pitch and used a toiletry theme as this will be returned to throughout the lesson, helping with task coherence. We have also tried to be creative in our products and their descriptions in the hope of encouraging the students to mirror a similar process when carrying out their own.

TASK 3: Organising a Sales Pitch

The third task will switch focus onto the structure and overall organisation of the sales pitch, acting as both a comprehension check on the previous task and helping to break down the model into smaller chunks (Appendix 1.4). This will make it easier for the students to plan their own pitch as it forms a tick-list of items they need to cover. This task is a reordering activity and will involve placing the topic headings into the order of which they occurred in the pitch. Once completed, the teacher will first ask the students for feedback on their decided order, encouraging a discussion, after which the teacher will provide the correct answers. Whilst they will get a score out of eight, this mini assessment is not formal and will help the students recognise the level of their comprehension.

TASK 4: Comprehension Check

This final warm up task will be another comprehension check and will involve the students having to answer inferential questions about the sales pitch (Appendix 1.5). As the answers are implicit, in order to answer these questions, comprehension of the passage is required. As such, it provides both the teacher and students with a good way of seeing how far they understood the passage and feedback from this task will clarify any uncertainties. This will set the students up well for the next tasks, as well as involving the recycling of some of the vocabulary introduced at the start of the lesson. As students are being asked to form their own sentences, this task is far less controlled than the others and encourages individual input. It may also help them move away from the rigid structure presented by this model, helping them to see that the information contained can be written in numerous ways. Whilst they can follow this structure in forming their own, they are also encouraged to be creative.

Core Tasks

CORE TASK 1: Dragons' Den Activity

In this part of the lesson, students will watch a clip of a successful business pitch featured on the Dragons' Den. The clip is two minutes long and features two women looking for an investment in their product 'Skinny Tan'. Whilst watching the clip, students will be asked to consider some questions and jot down some answers in note form (Appendix 2.1). This activity will take ten minutes, with students feeding back some of their ideas to the class after watching the clip.

The purpose of this task is to build upon what the students have already learnt in the lesson, recognising how business terminology is employed in real-life pitches. The students will be asked to consider some evaluative questions whilst watching the pitch, which will encourage critical thinking when approaching this task. In discussing the strengths and weaknesses of the pitch, the students will be able to recognise how the pitch could be improved and what features they would employ in their own pitches. Devising a classroom activity based on the Dragons' Den has been tried and tested by many teachers, who frequently testify to the benefits of creating activities inspired by the show. According to Graham (2010), activities based on Dragons' Den often provide the 'format for a winning lesson'. He states that 'it's great fun and the students really get into it'. Watching the clip, therefore, is an excellent activity to prepare students for the next task in the lesson. Indeed, as this lesson is for business English students, they will need to develop the confidence and skills to write and present a successful pitch. Additionally, the benefits of watching a video with native speakers will help students to understand intonation and body language which they can mimic in the following tasks.

CORE TASK 2: Flashcard Activity

Following on from the Dragons' Den activity, the students will complete a twenty-five minute flashcard activity. The timings have been predicted after carrying out the task on a sample group of four students. Having recognized that this is a small group of native speakers, we have adjusted the timings accordingly. However, we may still need to be flexible when carrying out the lesson. The teacher will distribute two blank flashcards to each of the students. Each student will be asked to think of a 'Toiletries Product', and to write it down on one of the flashcards (Appendix 2.2). On the other flashcard, students will be asked to write down a positive adjective – the more creative the better. During this time, the teacher will write some useful hesitation and discourse markers on the board which will scaffold their fluency during the presentations. The students will then take their two flashcards to the front of the class and make two separate piles; one with all of the products and the other with all of the adjectives. The teacher will shuffle each pile in turn. The students will then come back up to the front and take one card from each of the piles so that they have both a product and an adjective. The adjective will precede the product to create the name of the product that they are going to pitch to a partner. For example, 'Shiny Toilet Brush'. Each student is given a worksheet (Appendix 2.2) and is asked to spend 20 minutes planning ideas and answers to the questions individually. They then work with a partner and take it in turn to pitch their product to each other for a minute and a half each.

As a business English lesson for advanced level speakers, the flashcard activity is designed to give students the chance to practice their presentation skills with partners, whilst also encouraging them to employ the necessary vocabulary to succeed in the business world. The terminology introduced in both the starter and Dragons' Den activity relates to this task, as the students have already seen how business discourse is employed to make pitches successful. These provide models for the students to work from when developing their own pitches. We decided to ask students to think of a 'Toiletries Product' because this forms a cohesive link from the 'Skinny Tan' product presented on the Dragons' Den and pre-task activities. It also means that each student will be pitching a similar product, ensuring that the task has the same level of difficulty for everyone. In order to encourage active listening from the other students, we will ask that each student tries to come up with a minimum of two questions about the product. Questions compel learners to think and speak on their feet (Lazaraton 2002), which simulates an authentic business and pitching environment. Furthermore by encouraging students to ask questions, this allows them to practice their tag-questions, intonation and re-cap techniques; skills that are crucial to a successful business pitch (Lazaraton 2002). The use of pair work ensures the active learning of the students, and as the students in the class will be of the similar ability, it does not matter who is paired with whom. The success of this task will be measured by the level of participation from all students.

CORE TASK 3: Fluency Activity

We have incorporated a fifteen minute fluency activity at this point, as fluency is a key aspect of delivering a successful presentation. Task repetition is a crucial way in which fluency can be practiced and improved.

With each repetition, the language and message becomes more familiar, so fluency is improved. We have adapted the 4/3/2 technique first devised by Maurice (1983) in which the learners repeat a speech or story three times in succession. The original model of this activity requires the students to spend four minutes on the first telling, three minutes on the second telling, and two minutes on the third telling. However, due to the format of our lesson and the complexity of the task, we have decided it would be more appropriate to use the shorter times of 1:30, 1:20 and 1:10 minutes. A reduction by ten seconds is sufficient to facilitate the task and is a realistic target. Bygate (2001) states that task repetition provides the 'basis for learners to integrate their fluency, accuracy and complexity of formulation around what becomes a familiar conceptual base' (270). We will reduce the time in order to challenge the students to prevent the activity becoming tedious and losing its message-focus. By slowly decreasing the length of time in which the students have to deliver their presentation, long pauses are discouraged, helping the speech to become more natural sounding and less scripted. It is also good practice as often they may have time limits in a professional environment and it is a vital skill to be able to make the most efficient use of time. The role of the teacher should be observational and wait until the end to provide feedback and correct errors, as interruptions to correct grammar or vocabulary errors will disrupt the flow of the speaker and shift the focus from meaning to form. The teacher shall facilitate this activity by using a stopwatch to time the segments and alerting the students when the time intervals have passed, so that they stay on task.

CORE TASK 4: Spoken Presentations

For this part of the lesson, we will put into practice the skills that the students have already developed. As spoken presentations and pitching are key features of business discourse, we considered it particularly important that our students had the opportunity to practice their presenting skills in a classroom environment before attempting to present in the business world. The importance of presenting skills in business is reinforced by Yate and Sander (2003) who state that 'communication skills are essential to every professional in every aspect of the modern business world' (4).

We will divide the students into pairs, as the prospect of giving a presentation alone in a second language could be daunting for some of the students, especially as this is their first attempt at presenting on the course. In addition, methodologists are frequently cited recommending small group work (including pair work) in the second language classroom (Long and Porter 1985: 207). Each pair will then be given a different advert of a cosmetic or toiletry product, taken from the internet or magazines (Appendix 3). We have decided to give the students twenty minutes to prepare for their presentations, which they will then present to the rest of the class. This will allow for an ample amount of 'Student Talking Time', (Darn 2007) which we considered to be important as the students already have proficient command of the English language. Moreover, this facilitates free practice of speech, which will be a logical progression from the previous task. We will explain that the presentation should be no more than three minutes, as any longer would be an unreasonable expectation and we want to avoid disheartening the students. Furthermore, three minutes in pairs allows the students to experience approximately one and a half minutes of speaking each, which is an appropriate amount of time for a first presenting experience, as demonstrated in the previous task. During the twenty minutes the class will work in their pairs to prepare a brief structure for their presentation, and think about the language, vocabulary and presenting skills that they might use. An advantage of using pair work is that the students can bounce ideas off each other to validate them, and learn from each other. During this period of time, we will also be present to answer any questions or provide any help the students might require before their presentation.

After the twenty minute period, each pair will take it in turns to present their product to the rest of the class for the allocated three minutes. We expect this task to prepare the students for when they will present and pitch products in the business world. This will increase their confidence when presenting, as well as their fluency and understanding of the structure and delivery of presentations. By watching each other's presentations, they will also gain the perspective of an observer and can learn from one another about what went well, and what they may then want to include in their own presentations next time. Again, we will encourage questions from our students to facilitate further spontaneous reactions and responses, as would be expected in a business scenario.

We chose to use toiletry products as it follows on from our previous activities. As a result, these products will be familiar to our students, helping to build confidence which will feed into their pitches. By using familiar products – for example, shower gel, shampoo, a razor and a lipstick – they will already have ample words in their vocabulary that they could include in their presentations. Furthermore, as the students are aiming specifically to work in the retail sector when they embark on careers in the UK, using consumer products in the presentations will be an excellent starting point for them. Additionally, we will use images and product shots that will inspire the students to think of more descriptive words, or content that they could include in their presentations – for example, if there is a picture of a woman in the product shot, the students

could say in their presentation that the product is targeted towards a female audience. However, a potential problem that we might see with the class is that some of the students may extract information from the adverts and include this text in their presentation. To avoid this, we will encourage them to describe the products in their own words and language rather than simply copying. We will also explain to the students that they should incorporate some of the vocabulary that they have learnt for their homework into their presentations, thus reinforcing their learning of the vocabulary further. Overall this activity is expected to last around forty minutes, and allows the students to practice and improve their spoken presentational skills, which is the aim of this lesson. This task will be informally assessed by a teacher-led group discussion following each presentation. With the student's permission, we will record these presentations which will allow the teacher to more critically analyse language and content. This will also give the students a chance to reflect on their own work.

Post-Activity

To conclude the lesson, we will hold a group discussion to enable feedback – this will include peer evaluation, retrospective self-evaluation, as well as more structured input from the teacher. However, this structure is adaptable depending on how the students coped with the class. Given the maturity and proficiency of the students, we expect this to involve spontaneous and informal conversation. We expect this format of feedback to be beneficial to them as it takes into account the expectations and opinions of the students. This would make them feel more involved in their own learning, thus improving learner satisfaction.

Homework Task

In order to consolidate the learning from this lesson and to lead onto the following lesson which will focus on audience engagement, the homework task will focus on knowledge of product pitches for a specific audience. The students will be asked to go home and watch the eight minute homework clip emailed to them (Appendix 4). They will be asked to provide evaluative feedback, before writing their own 300 word pitch based on the programme that they have watched. This is an extension of the lesson as it is less controlled than previous tasks, whilst still based on the same structure. This is an integrative task as it also recognises the necessity of fluent writing skills which is also a required skill for business.

Conclusion

This lesson was designed to introduce the students to the structure and fluency of a sales pitch in a business environment, whilst also giving them the chance to pitch themselves. Each task was purposefully created to aid this objective which would adhere to the needs assessment conducted prior to the course. With Bohlke's framework in mind, we have ensured each activity is interactive, productive, relevant and appropriately challenging, and we have made sure the students recognize the purpose of each activity and are comfortable undertaking them. Moreover, the timings of each activity are suitable in order to retain attention and maintain motivation. Referring back to Dörnyei's (2001) framework, we have generated initial motivation, maintained motivation by including a varied and collaborative range of tasks, and encouraged motivation for further progress in the course by ensuring appropriate feedback and positive reinforcement. Ultimately, this lesson achieves the objectives set out in the needs assessment, equipping students with the skills to present a successful sales pitch.

References

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Appendices

Appendix 1.1

Homework Vocab List

1. **Product**- something that is made to be sold
2. **Stock**- a supply of something for sale
3. **Profit**- money that is earned in trade or business after paying the costs of producing and selling goods
4. **Investment**- the act of putting money into something to make a profit
5. **Supplier**- a company that provides things that people want or need
6. **Innovative**- using new methods or ideas
7. **Price**- the amount of money for which something is sold
8. **Market**- the people who might want to buy something
9. **Trend**- a general development or change in a situation or the way that people are behaving
10. **Target audience**- the particular group of people to which a product is directed
11. **Brand**- a type of product made by a particular company
12. **Costs**- the amount of money needed to buy, do or make something
13. **Delivery**- the act of taking goods or parcels to peoples houses or places of work (the buyer)
14. **Estimate**- to guess or estimate the cost, size, value of something
15. **Increase**- to make something become larger in amount or in size
16. **Retailer**- a person, shop or business that sells goods to the public
17. **Retail price**- the price at which the manufacturer recommends that the retailer sell the product
18. **Wholesale price**: the cost of a good sold by a wholesaler
19. **Unit**- a single complete product of the type that business sells
20. **Unique Selling Point**- A factor which sets a product apart from its competitors eg the lowest price, the highest quality of the first of its kind

Appendix 1.2**Information recall**

Match the terms you learnt for homework to their correct definition.

Product	A general development or change in a situation or the way the people are behaving.
Stock	The amount of money for which something is sold.
Profit	Using new methods or ideas.
Investment	The act of taking goods or parcels to people's houses or places of work (the buyer).
Supplier	To make something become larger in amount or size.
Innovative	The cost of a good sold by a wholesaler.
Price	A type of product made by a particular company.
Market	A single complete product of the type that business sells.
Trend	The act of putting money into something to make a profit.
Target Audience	The price at which the manufacturer recommends that the retailer sell the product.
Brand	Supply of something for sale
Costs	To guess or estimate the cost, size, value of something.
Delivery	Money that is earned in trade or business after paying the costs of producing and selling goods.
Estimate	Something that is made to be sold.
Increase	A factor which sets a product apart from its competitors e.g. the lowest price, the highest quality, or the first of its kind.
Retailer	The particular group of people to which the product is directed.
Retail Price	A person, shop, or business that sells goods to the public.
Wholesale Price	The amount of money needed to buy, make, or do something.
Unit	The people who want to buy something.
Unique Selling Point	A company that provides things that people want or need.

Appendix 1.3

Gap Fill

This is a model of a sales pitch to a toiletry company.

Fill in the blanks using the words listed in the box below:

Hello, I'm the founder of the.....'Moo Shampoo' and today I'm here to present to you a very exciting and..... toiletry.....: our new shampoo called 'Longer Locks'. This shampoo is scientifically proven to speed up hair growth by up to 1cm per week! The..... of this product is that it will be produced in a range of fun flavor combinations such as Strawberry and Bubblegum and it will have very stylish packaging which will stand out amongst other brands. However, the retail..... will be low- just £2.50 per....., making it affordable to our..... of teenage girls and, when compared to other shampoos on the market, it is far cheaper. We recognized a..... for long hair amongst this age group and we developed this product after finding a gap in the..... for a shampoo able to speed up hair growth.

Being the only one of its kind, we..... that all big..... will want to.....this product. Our..... are based in the UK making..... times short and keeping..... as low as possible. We will sell this product to you at a wholesale price of £1.50 per unit giving you the opportunity to make a large..... Thank you for letting us speak to you today, I hope I've proven to you that Moo Shampoo's 'Longer Locks' really is a good.....

	wholesale price	retail price	
		increase	
investment	estimate	delivery	innovative
profit		stock	retailers
	costs	suppliers	
target audience	market		price
	unit	trend	
product	brand	unique selling point	

Appendix 1.4

Organizing a Sales Pitch

Place items in the order in which they were mentioned in the reading

- 1) A description of how it will benefit the company being pitched to
- 2) Product is introduced
- 3) Wholesale price of product is given
- 4) Product is described
- 5) Retail price of product is given
- 6) Brand is introduced
- 7) Target audience is given
- 8) Location of suppliers/ delivery costs

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

Appendix 1.5

Comprehension Check

Answer these questions, based on the reading you have just done.

- 1) Why would 'Longer Locks' be beneficial for the toiletry company? Give two reasons
There is a high chance of them making a profit, the delivery costs are low, saving them
money, 'moo shampoo' will sell it to them at a low wholesale price, it has stylish
packaging which would attract teenage girls

.....
.....

- 2) Why might it sell well?

.....
.....

- 3) Give three ways in which the shampoo has been adapted for teenage girls

.....
.....

Appendix 2.1

I'd like to invest in your product...

Worksheet

I'm out!

Dragons' Den Activity



The Dragons' Den is a television programme in which budding entrepreneurs get the opportunity to pitch their business ideas to five multimillionaires. After their 3 minute pitch, the entrepreneurs answer questions before finding out whether any of the dragons are willing to invest their own cash to help kick-start their business.

Watch the 2-minute clip from the programme. Consider the following questions:

- What is the product?
- Do they employ any business terms/ discourse?
- What are the strengths and weaknesses of the pitch?
- How can the pitch be improved?

Note down your ideas in the box below:

Appendix 2.2

Flashcard Examples

Provided below are two example flashcards to help illustrate this task. The students will each be given two blank flashcards – they will be asked to write a toiletries product on one and a positive adjective on the other.

Example Flashcard – Product



Provided below are further examples of product and adjectives that the students might choose to write on their flashcards:

<u>Examples of Products</u>	<u>Examples of Adjectives</u>
Shampoo	Shiny
Conditioner	Fantastic
Facial Wipes	Gorgeous
Fake Tan	Huge
Make-up Remover	Stylish
Body Lotion	Delightful
Anti-ageing cream	Cute
Shower Gel	Funny
Deodorant	Delicious

Task: Write a 1-minute pitch presenting your product to a partner. Use the questions below as a guideline for the information that you should try to include. Remember to be as creative and innovative as possible to make sure that your product stands out!

Tip: Try to include as many of the business terms introduced in exercise three in order to make your pitch sound more professional (e.g. target audience, profit margin, unique selling point etc.)

- 1) What is the name of your product?

- 2) How long has it been on the market?

- 3) How much will each product cost per unit?

- 4) Who is the target audience of the product?

- 5) What is your estimated return on this product per annum?

- 6) In which shops would you retail this product?

- 7) What is the product's unique selling point?

- 8) Where are your suppliers based?

Appendix 3

Presentation Activity

- 1) Here is an example of an authentic product from an English advertisement. Using this advert as a starting point, please prepare a three minute presentation about the product in your advert. You may use the advert below for ideas and inspiration for information to include in your presentation.

Your product is: Dove Men Care (A moisturiser).



From: http://i.vimeocdn.com/video/437545953_640.jp

Presentation Activity

- 2) Here is an example of an authentic product from an English advertisement. Using this advert as a starting point, please prepare a three minute presentation about the product in your advert. You may use the advert below for ideas and inspiration for information to include in your presentation.

Your product is: Venus 'Breeze' (A razor blade).

Reveal the goddess in you.

New!
2in1
Razor Plus
Shave Gel Bars

Explore to learn more

Gillette
Venus
Breeze

Introducing New Venus® Breeze™
For the goddess who wants every day to be easy!

New Venus® Breeze™ is the only razor with built-in Shave Gel Bars! Just wet and shave. There's no need for separate shave cream or soap.

Experience the ease of 2-in-1 shaving every day!

From: <https://hermesisahipster.files.wordpress.com/2013/03/20130306-213353.jpg>

Presentation Activity

- 3) Here is an example of an authentic product from an English advertisement. Using this advert as a starting point, please prepare a three minute presentation about the product in your advert. You may use the advert below for ideas and inspiration for information to include in your presentation.

Your product is: Head & Shoulders Shampoo



SHINE
365 days a year.

Free Sample

New Head & Shoulders
Restoring Shine Shampoo and 2 in 1

From: http://papoufruit.qwriting.qc.cuny.edu/files/2012/01/HS_ad1.jpg

Presentation Activity

- 4) Here is an example of an authentic product from an English advertisement. Using this advert as a starting point, please prepare a three minute presentation about the product in your advert. You may use the advert below for ideas and inspiration for information to include in your presentation.

Your product is: Revlon 'Colourburst' Lipstick



From:

http://www.primped.com.au/images/uploads/primped_loves/may_10/primped_ad.jpg

Appendix 4

Homework Task Activity

Please watch the video using the link >
https://www.youtube.com/watch?v=vKFJ_AI3PWA

Use the text boxes provided to produce evaluative feedback on the pitches that you watch.

The third textbox requires you to write your own pitch for the product in 300 words.

- ❖ Remember to take into account the points you thought they could improve, as well as all the vocabulary and pitch structures that you learnt in class.

<p><u>Positive Aspects of the Pitch</u></p> <ul style="list-style-type: none">••• 
<p><u>What could they improve?</u></p> <ul style="list-style-type: none">•••• 
<p><u>My Pitch (300 words)</u></p> 