Speaking for Speeches

Skills for Presentations



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How to Use This Book

The second edition of *Speaking for Speeches: Skills for Presentations* is a three-level series designed to develop the public speaking skills of English language learners at the high-beginning to intermediate level. Each unit in the *Speaking for Speeches* series includes twelve parts plus additional speech preparation and evaluation materials. These parts work together to guide students through the process of creating and delivering their own unique presentations. There are two key video features of each unit. One feature is an exclusive video of a skilled student presenter. The other is a natural, unscripted student free talk. This series is designed to give students the skills and confidence they need to successfully speak in front of an audience. A summary of each section is presented here.



Getting Ready

The first page in each themed unit introduces vocabulary, expressions, and sentence structures students will find useful when creating their own presentations. **Part A** uses a visually interactive listening activity designed to engage students' interest in the unit topic. This is where students begin to get an idea of what they might write and talk about themselves.

Part B shows useful sentence structures. Students listen and use the word bank to complete the sentences. Here, students focus on aspects of language structures that can be used in their own presentations.

Teachers can use this page to generate a general discussion of the unit topic. In Unit 1, for example, teachers could ask questions such as:

- Look at these activities. Which one of your classmates do you think is most likely to dance after school?
- Do you do any of these things?
- What do you do after school?

Pair Work

The second page of each unit focuses on speaking and helps students develop their own ideas about the topic. In **Part A**, students ask and answer questions designed to orally practice information for their own speeches. Students should alternate roles with multiple classmates as they practice so they can get to know all their classmates and feel more comfortable speaking in front of their peers.

The **Tip** section helps students with an important aspect of their presentations. **Part B** gives students a chance to practice the tip and talk more. Upon completing the second page of the unit, students will already have some key sentences ready for their own presentations. If time permits, students should be encouraged to share their own ideas from **Part B** in small groups.





QR codes in each unit provide links to original presentations given by talented student presenters.



Presentation

The **Presentation** page features a video intended to show students what their peers are capable of and to encourage them. The speakers in the videos are students from diverse backgrounds. In **Part A**, students watch the video and listen for key phrases. If time permits, students should be encouraged to talk about the strengths and weaknesses of each presentation. The **Peer Evaluation Form** on **page 117** can be used to guide students through this process.

Part B gives students a chance to watch the video again and follow along in their books. Here, students listen for the missing words and complete the notes. This section also has an audio-only option for those students who would like to listen to the content as presented by a professional voice actor. If students have difficulty completing the notes while watching the video, listening to the audio recording may be helpful for them.

Guided Questions

Parts A & B feature guided questions and sample answers that help students prepare for their own presentations. This page also gets students thinking about how they can personalize their own presentations.

At the bottom of the page is the unscripted free talking section. This is an informal response to the topic. It increases exposure to natural speech patterns and body language, aids in listening comprehension, and gives further ideas for customization of students' speeches.





Brainstorm

The two **Brainstorm** activities are meant to generate ideas without placing importance on sentence structure or grammar. This is where students should focus on creativity.

First Draft

The last page of the unit, the **First Draft**, helps students prepare their own speeches by using the writing prompts or creating original material.

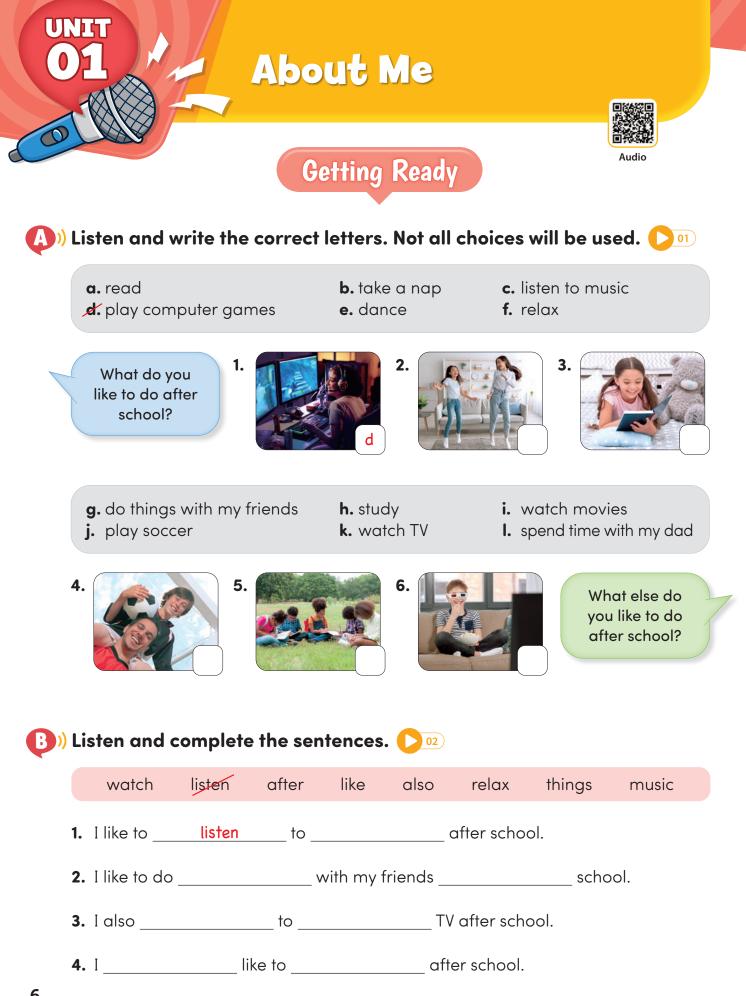
Portfolio and Presentation Notecards

The **Portfolio** is where students write their **Final Drafts**. Each **Portfolio** page features an additional example. Having written their final drafts, it is time for students to prepare their visual aids. Students should be encouraged to use what is available to them. The visual aids do not have to be created using a computer. Students can create posters, cut out images from magazines, or even bring in small items.

Students should memorize their speeches and practice with their visual aids. Guided **Presentation Notecards** are provided with the **Portfolio** to aid students in memorizing their speeches. Lastly, students give their presentations in front of the class.

To create a fair environment, the order of presenters should vary for every unit. In addition, classmates should be reminded to be kind, attentive listeners. The **Peer Evaluation Form** on **page 117** provides a positive, structured way for classmates to give peer feedback.









)) Listen and repeat. 🚺 🛛



- 1. What country were you born in?
- 2. Were you born in a city or town?
- 3. How old are you?
- 4. What grade are you in?
- 5. What do you like to do after school?
 - I was born in <u>Germany</u>.
 - I was born in a town.
 - I'm <u>eleven</u> years old.
 - I'm in <u>fifth</u> grade.
 - I like to watch TV after school.

Using In

We use in to tell where we were born. We also use in to tell our grades. I was born in France. I was born in a big city. I'm in sixth grade.



(B)) Circle and say. Then write and say your own ideas.

1. My name is Joey. I was (born)/ live / am) in a big town (on / at / in) China. I'm ten years old, and I'm in fourth grade. I like to read after school.

ି TIP

- 2. My name is Anna. I was born in a town (at / in / on) Mexico. I'm thirteen years old, and I'm (at / in / on) seventh grade. I like to listen to music after school.
- **3.** My name is I was born in l'm_____ years old, and I'm in grade. I like to _____ after school.

Presentation





B) Watch again and complete the notes.

Hello! My ① ______ is Jennifer Falcon. My friends call me Jenny. Today, I'm going to tell you a little bit about myself. I was born in a small ② ______ in California called Sonora. You can see it in these pictures. We moved here to Los Angeles four years ago. I'm twelve ③ ______ old, and I'm in ④ ______ grade. I like to do things with my friends after ⑤ ______. We usually play computer games. I ⑥ ______ like to play basketball. Lastly, I like Ø ______. I really want one, but we can't have a horse in the city. Now you know a few things about me. ⑧ ______ for letting me share.

Speech Word Count: 109

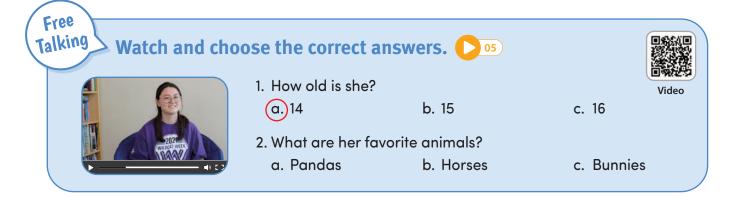
Guided Questions



A)) Read and answer the questions.

- 1. What's your full name? My full name is Michael James Tatum. My full name is
- 2. How old are you? I'm eleven years old.
- 3. What grade are you in? I'm in fifth grade.
- 4. What are your favorite animals? Monkeys are my favorite animals.
- 5. What do you like to do? I like to listen to music.
- 6. Who do you like to do things with? I like to do things with my best friend Paul.
- 7. What is one thing you want? I really want a new phone.

B)) Take turns asking and answering the questions above with a partner.

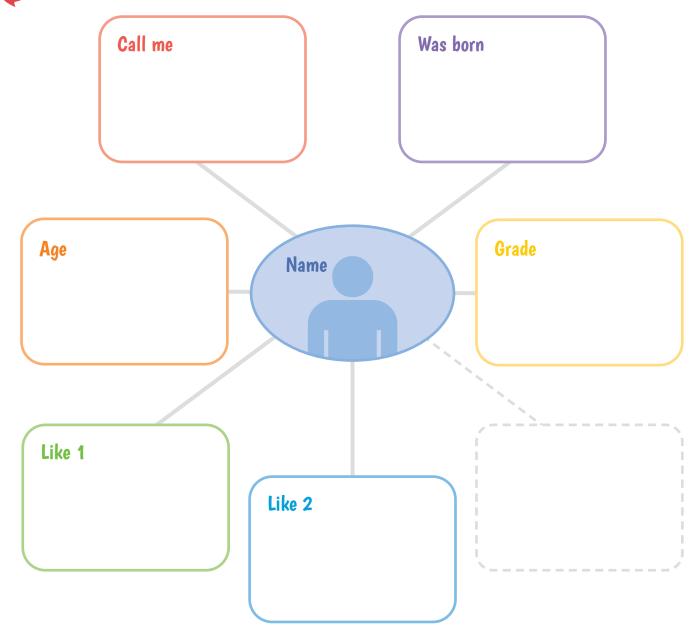


UNI

Brainstorm



B)) Complete the mind map. There is space to add to the map if needed.







(A)) Write your first draft. See the Portfolio for more ideas.

About Me

Introduction

- My name is . . .
- My friends call me . . .

Body

- Today, I'm going to . . .
- I was born . . .
- I'm . . . years old, and
 I'm in . . . grade.
- I like to . . . after school.
- I/We usually . . .
- I also like . . .

Conclusion

- Now you know . . .
- Thanks . . .

Extra Ideas 🚺

Introduction

Good morning. I'm (Peter). / Hi! It's nice to meet you. My name's (Rachel).

Conclusion

Thanks for listening. / What about you?

B) Check and edit your draft. Then complete the Portfolio.





Getting Ready p. 6

Track 01

- 1. I like to play computer games after school.
- 2. I like to dance after school.
- 3. I like to read after school.
- 4. I also like to spend time with my dad after school.
- 5. I also like to study after school.
- 6. I also like to watch movies after school.

Track 02

- 1. I like to listen to music after school.
- 2. I like to do things with my friends after school.
- 3. I also like to watch TV after school.
- 4. I also like to relax after school.

Pair Workp. 7

Track 03

- B: What country were you born in?
 G: I was born in Germany.
- B: Were you born in a city or town?
 G: I was born in a town.
- B: How old are you?
 G: I'm eleven years old.
- 4. B: What grade are you in?G: I'm in fifth grade.
- 5. B: What do you like to do after school? G: I like to watch TV after school.

Presentation p. 8

Track 04

About Me

G: Hello! My name is Jennifer Falcon. My friends call me Jenny. Today, I'm going to tell you a little bit about myself. I was born in a small town in California called Sonora. You can see it in these pictures. We moved here to Los Angeles four years ago. I'm twelve years old, and I'm in sixth grade. I like to do things with my friends after school. We usually play computer games. I also like to play basketball. Lastly, I like horses. I really want one, but we can't have a horse in the city. Now you know a few things about me. Thanks for letting me share. Guided Questions p. 9

Track 05

Free Talking)

G: My name is Rhonda Lee. I'm fourteen years old and in ninth grade. My favorite animals are bunnies. I like to hang out with my bunnies. I have two of them, and I like to draw. When I hang out with my bunnies, I like to do it alone so that I can just spend time with them and watch them sleep or groom themselves. And when I draw, I like to do it with my sister because we can give each other feedback and tell each other, "Hey, this looks good." "Hey, I think you could fix that." And so, my drawing turns out better. Uh, one thing that I want would be a bass guitar because I like to play instruments, and that's one of the instruments that I would like to learn.

02 My Family

Getting Ready----- p. 12

Track 06

- 1. My brother is shy. He likes to listen to music.
- 2. My dad is hard-working. He likes to relax after work.
- 3. My grandma is loving. She likes to read.
- 4. My sister is athletic. She likes to play basketball.
- 5. My uncle is funny. He likes to tell jokes.
- 6. My cousin is smart. He likes to play computer games.

Track 07

- 1. My grandma is artistic. She likes to paint pictures.
- 2. My sister is busy. She likes to do many things.
- 3. My uncle is athletic. He likes to swim.
- 4. My cousin is cheerful. She likes to watch movies.

Pair Work p. 13

Track 08

- G: What is your mom like?
 B: She is artistic and loving.
- 2. G: What does she like to do?
 - B: She likes to paint.
- 3. G: What is your dad like?
 - **B:** He is strict. He is kind, too.
- 4. G: What does he like to do?
 - **B:** He likes to watch TV.





Example

Hi! I'm Kevin Choi. It's nice to meet you. You can call me Kev. I'm going to tell you a little bit about myself. I was born in a big city in Canada called Toronto. We moved here to Tokyo two years ago. I'm eleven years old, and I'm in fifth grade. I like to do things outside after school. I usually play baseball with my friends. I also like to skateboard. Lastly, I like computers. I really want a new one, but my parents won't pay for it. I'm saving my money! Now you know all about me. Thanks for listening!

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Guidelines

- Use big letters. The words should be large enough to read with your notecard held at arm's length away from you.
- Use neat, clear handwriting. With a quick glance, you should be able to see and read all of the words.
- Keep your notes brief. Use as few words as possible for each notecard.

•	About Me		
Introduction	Name	Call me	
Body	Was born	Moved	
	Age	Grade	
	My likes		
	1		
		•	
	2		
		•	
	3		
		•	
Conclusion			

Peer Evaluation Fortin

