



Speaking for Speeches

Skills for Presentations

Second Edition

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3

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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. Who has been to summer camp?
- Have you ever seen a play? Did you enjoy it?
- What was the best day of your life?

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.

UNIT 01 The Best Day of My Life

Getting Ready

1. Fill in the blanks. Then listen to check your answers.

What was the best day of your life?

Word Bank: Disneyland, happily, wonder, exciting, party, get, summer camp

1. I went to _____ and _____.

2. I _____ _____.

3. I _____ _____.

4. I _____ _____.

5. I _____ _____.

6. I _____ _____.

7. I _____ _____.

8. I _____ _____.

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94. I _____ _____.

95. I _____ _____.

96. I _____ _____.

97. I _____ _____.

98. I _____ _____.

99. I _____ _____.

100. I _____ _____.

Pair Work

1. Listen. Then ask and answer the questions.

Questions	Sample Answers	My Student's Answers
1. What was the best day of your life?	I was the day I visited Disneyland.	
2. How old were you?	I was eight years old.	
3. What happened?	I went to Disneyland with my family.	
4. What happened next?	I went to the roller coaster.	
5. What did you love about it?	I loved the roller coaster.	

TIP Ask for feedback. Before speaking to a group of people, look about from and hear others. That way you can make the best choices for the audience. Some speakers even try to formal, but others are better with a humorous or conversational tone.

2. Circle the best choice. Then talk about your choices.

- For an audience of adults, I should use more formal language.
- The best day of my life was the day my mother took me to Disneyland.
- The best day of my life—it was so amazingly awesome—was spent at Disneyland.
- For an audience who might not know certain words, I should explain them.
- We went to Space Mountain. That is unbelievable.
- First, we went to Space Mountain. It was so cool!
- For a small audience of girls and girls, I should keep it interesting for everyone.
- I got to go to a princess party. I wore a pretty pink dress with long, white gloves.
- I got to go to a princess party while my brother got to go golfing.



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

Presentation



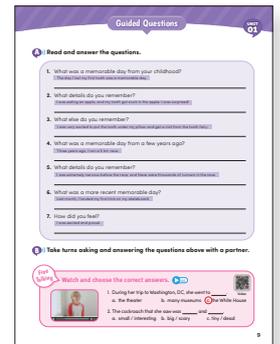
The **Presentation** page features a video intended to show students what their peers are capable of and to encourage them. The speakers in the videos are students from diverse backgrounds. In **Part A**, students watch the video and listen for key phrases. If time permits, students should be encouraged 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.

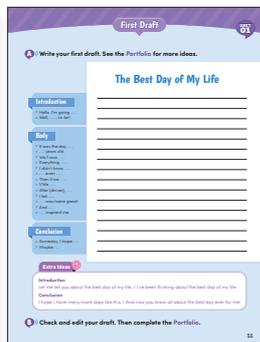
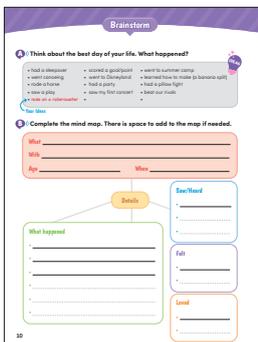


Brainstorm

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.



UNIT
01

The Best Day of My Life



Audio

Getting Ready

A) Fill in the blanks. Then listen to check your answers. 01

What was the best day of your life?

saw banana split soccer ~~sleepover~~ family go
Disneyland ~~birthday~~ learned winning goal play summer camp

1.



got to have a
sleepover for my
birthday

2.



scored the
_____ in our _____ game

3.



was going to _____
to _____

4.



_____ how to
make a

5.



went to _____
with my _____

6.



_____ my first

B) Listen and complete the sentences. 02

canoeing pillow fight horses movies ~~characters~~ pizza rides rivals

- We saw all our favorite characters and rode the _____.
- We rode _____ and went _____.
- We watched _____ and had a _____.
- We beat our _____ and celebrated with _____.

A Listen. Then ask and answer the questions.  03

Questions	Sample Answers	My Partner's Answers
1. What was the best day of your life?	It was the day <u>I learned how to make a banana split.</u>	
2. How old were you?	I was <u>nine</u> years old.	
3. What happened?	<u>I went to my grandpa's house, and he had all the supplies.</u>	
4. What happened next?	<u>We sliced our bananas and chose our ice cream flavors.</u>	
5. What did you love about it?	I loved <u>spending time with my grandpa.</u>	

 **TIP**

Know Your Audience

Before speaking to a group of people, think about them and their interests. That way, you can write the best speech for the situation. Some speeches need to be formal, but others are better with a humorous or conversational tone.

B Circle the best choices. Then talk about your choices.

- For an audience of adults, I should use more formal language.
 - The best day of my life was the day my mother took me to Disneyland.
 - The best day of my life—it was so amazingly awesome—was spent at Disneyland.
- For an audience who might not know certain words, I should explain them.
 - We started at Space Mountain. That's a rollercoaster!
 - First, we went to Space Mountain. It was so cool!
- For a mixed audience of boys and girls, I should keep it interesting for everyone.
 - I got to go to a princess party. I wore a pretty pink dress with long, white gloves.
 - I got to go to a princess party while my brother got to go golfing.

Presentation

A) Watch the presentation. Listen for the key phrases.  04

The Best Day of My Life



Video



Key Phrases

- so far
- got dressed up
- a fancy restaurant
- felt like
- inspired me

B) Watch again and complete the notes.

Hello. I'm going to ① tell you about the best day of my life. Well, the best day, so far! It was the day my parents took me to see my first ② _____. I was seven years old. We saw *Aladdin*, and it was ③ _____. Everything was a ④ _____ to me. I didn't know where we were going. We got ⑤ _____ up. My dad even wore a suit! Then we drove into the ⑥ _____. We went out to dinner at a fancy restaurant. After dinner, we walked to the ⑦ _____. I loved every minute of the play! I felt like the genie was real. And there was a big magic ⑧ _____. The actors were great! And the stage was super cool. The play ⑨ _____ me. Someday, I hope I can ⑩ _____ in a play. Maybe that will be the best day of my life when I'm older!

Speech Word Count: 146

A Read and answer the questions.

1. What was a memorable day from your childhood?

The day I lost my first tooth was a memorable day.

2. What details do you remember?

I was eating an apple, and my tooth got stuck in the apple. I was surprised!

3. What else do you remember?

I was very excited to put the tooth under my pillow and get a visit from the tooth fairy.

4. What was a memorable day from a few years ago?

Three years ago, I ran a 5 km race.

5. What details do you remember?

I was extremely nervous before the race, and there were thousands of runners in the race.

6. What was a more recent memorable day?

Last month, I landed my first trick on my skateboard.

7. How did you feel?

I was excited and proud.

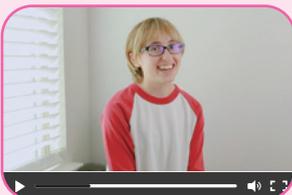
B Take turns asking and answering the questions above with a partner.

Free
Talking

Watch and choose the correct answers.



Video



- During her trip to Washington, DC, she went to _____.
a. the theater b. many museums c. the White House
- The cockroach that she saw was _____ and _____.
a. small / interesting b. big / scary c. tiny / dead

Brainstorm

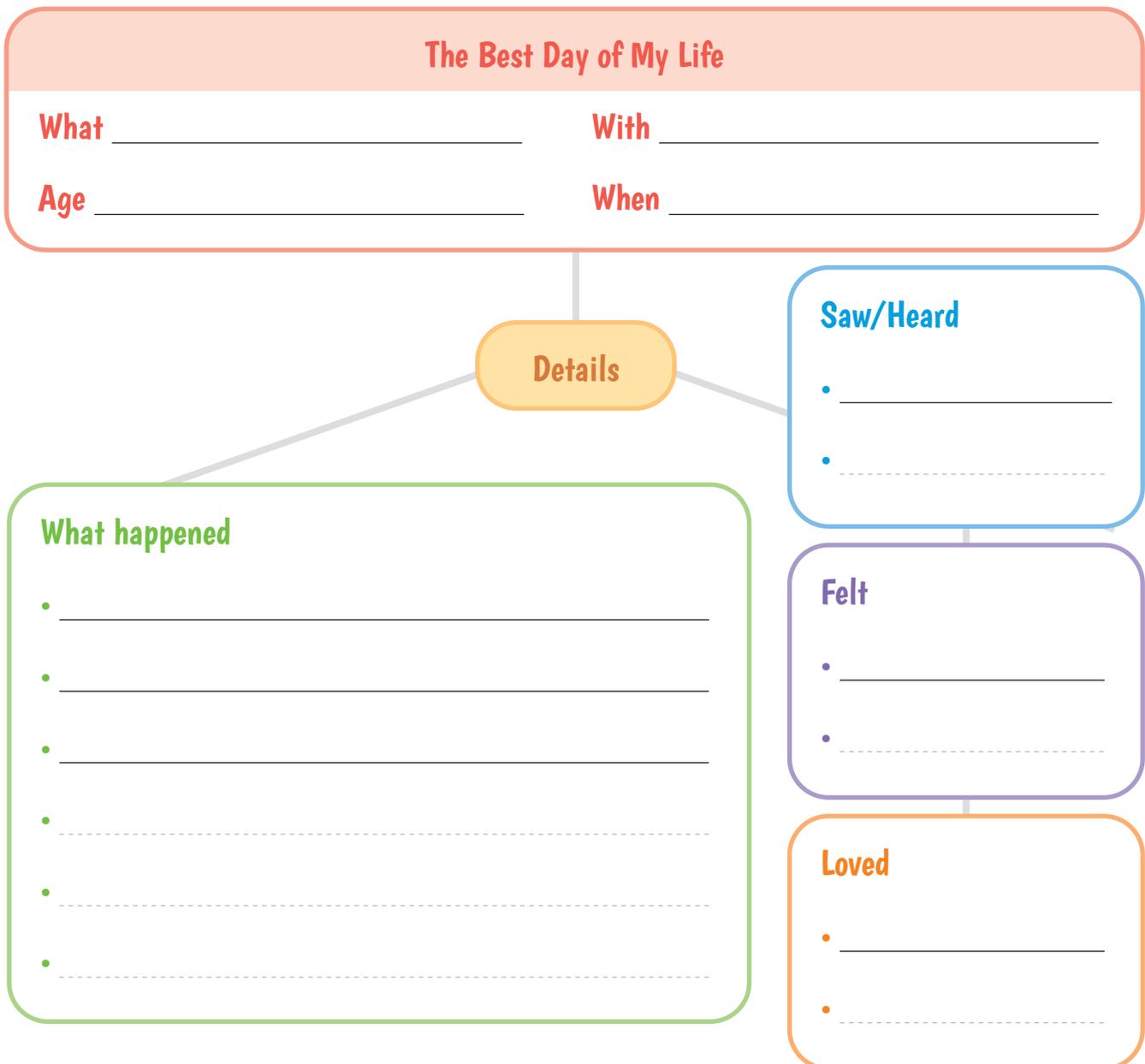
A)) Think about the best day of your life. What happened?



- had a sleepover
- went canoeing
- rode a horse
- saw a play
- rode on a rollercoaster
- scored a goal/point
- went to Disneyland
- had a party
- saw my first concert
-
- went to summer camp
- learned how to make (a banana split)
- had a pillow fight
- beat our rivals
-

Your Ideas

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.

The Best Day of My Life

Introduction

- Hello. I'm going . . .
- Well, . . . , so far!

Body

- It was the day . . .
- . . . years old.
- We/I saw . . .
- Everything . . .
- I didn't know . . .
- . . . even . . .
- Then I/we . . .
- I/We . . .
- After (dinner), . . .
- I felt . . .
- . . . was/were great!
- And . . .
- . . . inspired me.

Conclusion

- Someday, I hope . . .
- Maybe . . .

Extra Ideas

Introduction

Let me tell you about the best day of my life. / I've been thinking about the best day of my life.

Conclusion

I hope I have many more days like this. / And now you know all about the best day ever for me!

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

Transcripts

Getting Ready p. 6

Track 01

1. It was the day I got to have a sleepover for my birthday.
2. It was the day I scored the winning goal in our soccer game.
3. It was the day my mom told me I was going to go to summer camp.
4. It was the day I learned how to make a banana split.
5. It was the day I went to Disneyland with my family.
6. It was the day I saw my first play.

Track 02

1. We saw all our favorite characters and rode the rides.
2. We rode horses and went canoeing.
3. We watched movies and had a pillow fight.
4. We beat our rivals and celebrated with pizza.

Pair Work p. 7

Track 03

1. What was the best day of your life?
It was the day I learned how to make a banana split.
2. How old were you?
I was nine years old.
3. What happened?
I went to my grandpa's house, and he had all the supplies.
4. What happened next?
We sliced our bananas and chose our ice cream flavors.
5. What did you love about it?
I loved spending time with my grandpa.

Presentation p. 8

Track 04

The Best Day of My Life

G: Hello. I'm going to tell you about the best day of my life. Well, the best day, so far! It was the day my parents took me to see my first play. I was seven years old. We saw *Aladdin*, and it was amazing. Everything was a surprise to me. I didn't know where we were going. We got dressed up. My dad even wore a suit! Then we drove into the city. We went out to dinner at a fancy restaurant. After dinner, we walked to the theater. I loved every

minute of the play! I felt like the genie was real. And there was a big magic lamp. The actors were great! And the stage was super cool. The play inspired me. Someday, I hope I can act in a play. Maybe that will be the best day of my life when I'm older!

Guided Questions p. 9

Track 05

Free Talking

G: So, a long time ago, I got to go to DC to visit my aunt and uncle. It was a very memorable trip because it was my first time traveling by myself. And while I was there, we saw a lot of really cool things. And one thing that I really remembered is when we got to go into the White House, which was very cool to see, like, all of the different rooms in person. And one thing that happened while we were there is my uncle sat down in one of the chairs, and he was told that he had to stand up. And then, very recently, I had another memorable experience. There was a really big cockroach in my room, and I went to tell my dad to go kill it. And when he went to, um, crush it, the roach started, like, flew at him. And it went into [a] different room, and he had to, like, chase it down and kill it. And it was very scary.

Getting Ready p. 12

Track 06

1. One person I admire is my aunt. I admire her because she is a cancer survivor.
2. One person I admire is my grandpa. I admire him because he was a sailor.
3. One person I admire is a lifeguard named Dave. I admire him because he saved my life.
4. I admire Rosa Parks. I admire her because she stood up for her beliefs.
5. I admire a teacher named Mr. Russo. I admire him because he believed in me and made me feel special.
6. I admire my friend Natalie. I admire her because she tries hard at everything she does.

Track 07

1. He's a good dad. He is strong and passionate.
2. He's a wonderful teacher. He is dedicated and wise.

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.



The Best Day of My Life

UNIT 01

Introduction

Body

What _____

With _____

Age _____

When _____

Details

• _____ • _____

• _____ • _____

• _____ • _____

• _____ • _____

Conclusion

Peer Evaluation Form

Name of Speaker: _____

Speech Topic: _____

My Name: _____

1

Needs a lot of practice

2

Needs some practice

3

Good

4

Great

5

Excellent

Circle your choices.

- How well did the speaker deliver his/her speech? **1 2 3 4 5**
(Think about speed, pacing, pronunciation, and volume.)
- How was the speaker's eye contact? **1 2 3 4 5**
- How was the speaker's body language? **1 2 3 4 5**
- Was the speech organized? **1 2 3 4 5**
(Think about the introduction, body, and conclusion.)
- Was the speech easy to understand? **1 2 3 4 5**
(Think about transition words, sentence variety, and grammar.)
- How were the visual aids? **1 2 3 4 5**
- Do you think the speaker put in a lot of effort? **1 2 3 4 5**
(Think about practice time, research, and imagination.)
- How well do you think the speaker did overall? **1 2 3 4 5**

Complete the sentences.

- My favorite part was _____
_____.
- I thought you did well at _____
_____.