



# Speaking for Speeches

Skills for Presentations

Second Edition

Liana Robinson

2



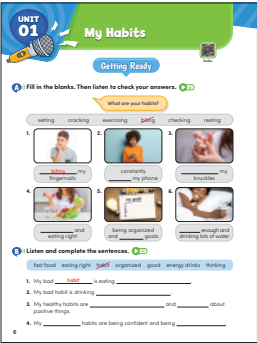
# Contents

<b>UNIT 01</b>	<b>My Habits</b> .....	6
<b>UNIT 02</b>	<b>A Classic Movie</b> .....	12
<b>UNIT 03</b>	<b>Maybe I'll Become . . .</b> .....	18
<b>UNIT 04</b>	<b>A Place I Like to Go</b> .....	24
<b>UNIT 05</b>	<b>My First Ballet Shoes</b> .....	30
<b>UNIT 06</b>	<b>Life: Then and Now</b> .....	36
<b>UNIT 07</b>	<b>A Family Tradition</b> .....	42
<b>UNIT 08</b>	<b>Helping Others</b> .....	48
<b>UNIT 09</b>	<b>The Best Superpower</b> .....	54
<b>UNIT 10</b>	<b>A Dream I Remember</b> .....	60
<b>UNIT 11</b>	<b>I Can't Wait to Get Older</b> .....	66
<b>UNIT 12</b>	<b>An Interview with David</b> .....	72
	<b>Transcripts</b> .....	79
	<b>Portfolio</b> .....	91
	<b>Presentation Notecards</b> .....	103
	<b>Peer Evaluation Form</b> .....	117



## 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.

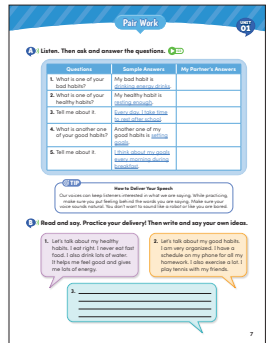
Teachers can use this page to generate a general discussion of the unit topic. In Unit 1, for example, teachers could ask questions such as:

- Look at these habits. Do you bite your fingernails?
- What are your bad habits?
- What are your good habits?

**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.

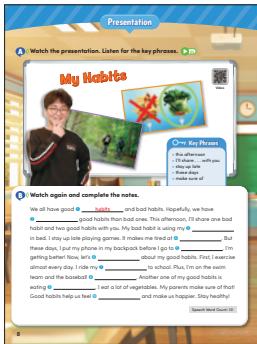
The **Tip** section helps students with an important aspect of their presentations. **Part B** gives students a chance to practice the tip and talk more. Upon completing the second page of the unit, students will already have some key sentences ready for their own presentations. If time permits, students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

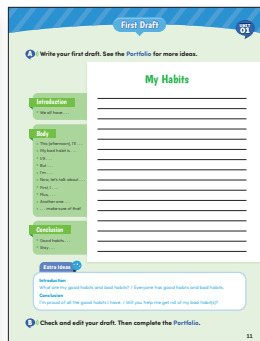
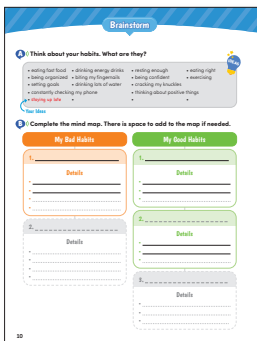
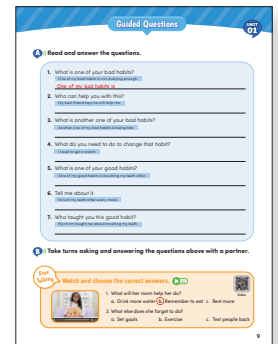
The **Presentation** page features a video intended to show students what their peers are capable of and to encourage them. The speakers in the videos are students from diverse backgrounds. In **Part A**, students watch the video and listen for key phrases. If time permits, students should be encouraged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

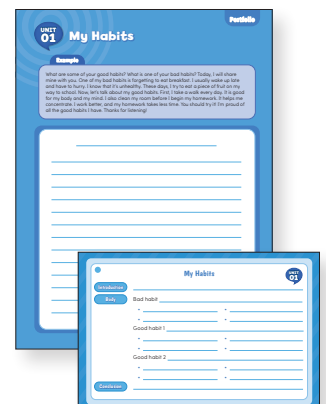
The last page of the unit, the **First Draft**, helps students prepare their own speeches by using the writing prompts or creating original material.

## 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.





## What are your habits?

setting      cracking      exercising      ~~biting~~      checking      resting

**1.**



biting my  
fingernails

2.



constantly  
\_\_\_\_\_ my phone

### 3.



\_\_\_\_\_ my  
knuckles

4.



\_\_\_\_\_ and  
eating right

**5.**



being organized  
and \_\_\_\_\_ goals

**6.**



\_\_\_\_\_ enough and  
drinking lots of water

**B** Listen and complete the sentences.  02

fast food   eating right   ~~habit~~   organized   good   energy drinks   thinking

1. My bad **habit** \_\_\_\_\_ is eating \_\_\_\_\_.
2. My bad habit is drinking \_\_\_\_\_.
3. My healthy habits are \_\_\_\_\_ and \_\_\_\_\_ about positive things.
4. My \_\_\_\_\_ habits are being confident and being \_\_\_\_\_.



**A** Listen. Then ask and answer the questions.  03

Questions	Sample Answers	My Partner's Answers
1. What is one of your bad habits?	My bad habit is <u>drinking energy drinks</u> .	
2. What is one of your healthy habits?	My healthy habit is <u>resting enough</u> .	
3. Tell me about it.	<u>Every day, I take time to rest after school.</u>	
4. What is another one of your good habits?	Another one of my good habits is <u>setting goals</u> .	
5. Tell me about it.	<u>I think about my goals every morning during breakfast.</u>	



**TIP**

### How to Deliver Your Speech

Our voices can keep listeners interested in what we are saying. While practicing, make sure you put feeling behind the words you are saying. Make sure your voice sounds natural. You don't want to sound like a robot or like you are bored.

**B** Read and say. Practice your delivery! Then write and say your own ideas.

1. Let's talk about my healthy habits. I eat right. I never eat fast food. I also drink lots of water. It helps me feel good and gives me lots of energy.

2. Let's talk about my good habits. I am very organized. I have a schedule on my phone for all my homework. I also exercise a lot. I play tennis with my friends.

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Presentation

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

### My Habits



Video

#### Key Phrases

- this afternoon
- I'll share . . . with you
- stay up late
- these days
- make sure of

**B** Watch again and complete the notes.

We all have good ① habits and bad habits. Hopefully, we have ② \_\_\_\_\_ good habits than bad ones. This afternoon, I'll share one bad habit and two good habits with you. My bad habit is using my ③ \_\_\_\_\_ in bed. I stay up late playing games. It makes me tired at ④ \_\_\_\_\_. But these days, I put my phone in my backpack before I go to ⑤ \_\_\_\_\_. I'm getting better! Now, let's ⑥ \_\_\_\_\_ about my good habits. First, I exercise almost every day. I ride my ⑦ \_\_\_\_\_ to school. Plus, I'm on the swim team and the baseball ⑧ \_\_\_\_\_. Another one of my good habits is eating ⑨ \_\_\_\_\_. I eat a lot of vegetables. My parents make sure of that! Good habits help us feel ⑩ \_\_\_\_\_ and make us happier. Stay healthy!

Speech Word Count: 131



## A Read and answer the questions.

1. What is one of your bad habits?

One of my bad habits is not studying enough.

One of my bad habits is

2. Who can help you with this?

My best friend says he will help me.

3. What is another one of your bad habits?

Another one of my bad habits is being late.

4. What do you need to do to change that habit?

I need to get a watch.

5. What is one of your good habits?

One of my good habits is brushing my teeth often.

6. Tell me about it.

I brush my teeth after every meal.

7. Who taught you this good habit?

My mom taught me about brushing my teeth.

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

Free  
Talking

Watch and choose the correct answers.



Video



1. What will her mom help her do?

a. Drink more water b. Remember to eat c. Rest more

2. What else does she forget to do?

a. Set goals b. Exercise c. Text people back



# Brainstorm

## A) Think about your habits. What are they?



- eating fast food
- drinking energy drinks
- resting enough
- eating right
- being organized
- biting my fingernails
- being confident
- exercising
- setting goals
- drinking lots of water
- cracking my knuckles
- constantly checking my phone
- thinking about positive things
- staying up late

Your Ideas

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

### My Bad Habits

1. \_\_\_\_\_

#### Details

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. \_\_\_\_\_

#### Details

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### My Good Habits

1. \_\_\_\_\_

#### Details

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. \_\_\_\_\_

#### Details

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. \_\_\_\_\_

#### Details

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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

### Introduction

- We all have . . .

### Body

- This (afternoon), I'll . . .
- My bad habit is . . .
- I/It . . .
- But . . .
- I'm . . .
- Now, let's talk about . . .
- First, I . . .
- Plus, . . .
- Another one . . .
- . . . make sure of that!

### Conclusion

- Good habits . . .
- Stay . . .

## My Habits

### Extra Ideas

#### Introduction

What are my good habits and bad habits? / Everyone has good habits and bad habits.

#### Conclusion

I'm proud of all the good habits I have. / Will you help me get rid of my bad habit(s)?

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



# Transcripts



## UNIT 01 My Habits

### Getting Ready ..... p. 6

#### Track 01

1. My bad habit is biting my fingernails.
2. My bad habit is constantly checking my phone.
3. My bad habit is cracking my knuckles.
4. My healthy habits are exercising and eating right.
5. My good habits are being organized and setting goals.
6. My healthy habits are resting enough and drinking lots of water.

#### Track 02

1. My bad habit is eating fast food.
2. My bad habit is drinking energy drinks.
3. My healthy habits are eating right and thinking about positive things.
4. My good habits are being confident and being organized.

### Pair Work ..... p. 7

#### Track 03

1. What is one of your bad habits?  
My bad habit is drinking energy drinks.
2. What is one of your healthy habits?  
My healthy habit is resting enough.
3. Tell me about it.  
Every day, I take time to rest after school.
4. What is another one of your good habits?  
Another one of my good habits is setting goals.
5. Tell me about it.  
I think about my goals every morning during breakfast.

### Presentation ..... p. 8

#### Track 04

#### My Habits

B: We all have good habits and bad habits. Hopefully, we have more good habits than bad ones. This afternoon, I'll share one bad habit and two good habits with you. My bad habit is using my phone in bed. I stay up late playing games. It makes me tired at school. But these days, I put my phone in my backpack before I go to bed. I'm getting better! Now, let's talk about my good habits. First, I exercise almost every day. I ride my bike to school. Plus, I'm on the swim team and the baseball team. Another one of my good habits is

eating right. I eat a lot of vegetables. My parents make sure of that! Good habits help us feel healthy and make us happier. Stay healthy!

### Guided Questions ..... p. 9

#### Track 05

#### Free Talking

G: One of my, um, bad habits is that I end up skipping my meals very often. Or, I'll just full on forget to eat sometimes, and it's pretty bad. I get a lot of repercussions for it. But, like, one of the things that . . . One of the people, well two people are gonna help me make sure I actually eat all my meals, and it'll have to be my friend and, of course, my mom. Because, you know, eating your meals are [sic] very important. Uh, another one of my bad habits is . . . I have a habit of, um, reading notifications my friends send me, but not responding until like maybe an hour later. I have to mentally prepare myself to actually text them back. But, uh, sometimes I forget to text them back, and they get left undelivered for a very long time. But that's just another bad habit of mine. I guess the way I can fix it is I can just try, like, at least read it and, you know, respond on the spot. Or, like, tell them I'm not, I don't know how to respond to the message. Uh, but a good habit that makes up for that is that I'm a pretty funny person. I mean, I've been told I'm pretty funny. I'd say that the reason I'm funny would be cuz like I come from a family of very funny and interesting people who kind of, like, help me tell jokes and even stories that might be hilarious to tell people. So it kind of makes up for my bad habits in a way.

## UNIT 02 A Classic Movie

### Getting Ready ..... p. 12

#### Track 06

1. The movie is about the most popular boy in school.
2. The movie is about a talking wheelchair.
3. The movie is about a boy who falls in love.
4. The movie is about a family that was in a car accident.
5. The movie is about a team of cheerleaders.
6. The movie is about a book that grants wishes.







## 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.



## My Habits

UNIT  
01

Introduction

Body

Bad habit \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Good habit 1 \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Good habit 2 \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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.

1. How well did the speaker deliver his/her speech? ..... **1 2 3 4 5**  
(Did his/her voice sound natural?)
2. How was the speaker's pronunciation? ..... **1 2 3 4 5**
3. How was the speaker's pacing? ..... **1 2 3 4 5**  
(Did he/she speak too quickly or slowly?)
4. How was the speaker's eye contact? ..... **1 2 3 4 5**
5. How was the speaker's body language? ..... **1 2 3 4 5**
6. Was the speech organized and easy to understand? ..... **1 2 3 4 5**  
(Did the speech have an introduction and conclusion?)
7. How were the visual aids? ..... **1 2 3 4 5**
8. How was the speaker's grammar? ..... **1 2 3 4 5**

## Complete the sentences.

1. My favorite part was \_\_\_\_\_  
\_\_\_\_\_.
2. I thought you did well at \_\_\_\_\_  
\_\_\_\_\_.