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Speaking for Speeches

Skills for Presentations

Second Edition

Liana Robinson



Speaking for Speeches 1: Skills for Presentations

Second Edition

Liana Robinson

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Acquisitions Editor: Kelly Daniels

Content Editor: Casey Malarcher

Copy Editor: Anne Taylor

Design: Highline Studio

Videographer: Collin Studios

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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.

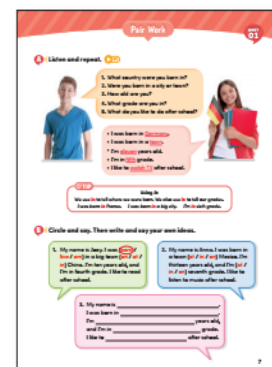
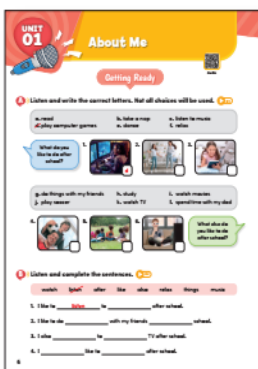
Teachers can use this page to generate a general discussion of the unit topic. In Unit 1, for example, teachers could ask questions such as:

- 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

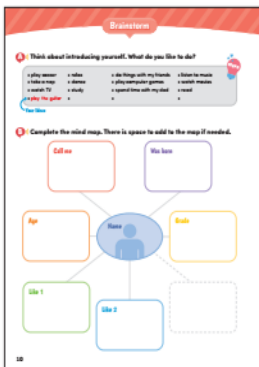
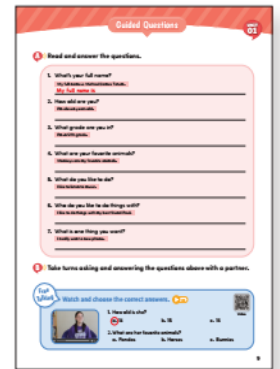
The **Presentation** page features a video intended to show students what their peers are capable of and to encourage them. The speakers in the videos are students from diverse backgrounds. In **Part A**, students watch the video and listen for key phrases. If time permits, students should be encouraged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

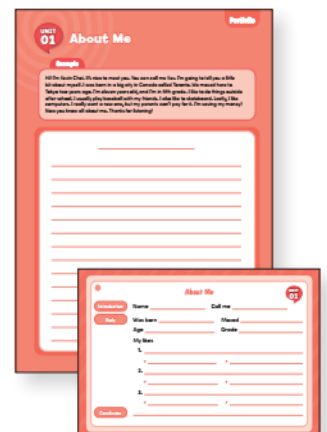
The last page of the unit, the **First Draft**, helps students prepare their own speeches by using the writing prompts or creating original material.

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.



UNIT 01

About Me

Getting Ready

A) Listen and write the correct letters. Not all choices will be used.



- a. read
- b. take a nap
- c. listen to music
- ~~d.~~ play computer games
- e. dance
- f. relax

What do you like to do after school?

1.



d

2.



3.



- g. do things with my friends
- h. study
- i. watch movies
- j. play soccer
- k. watch TV
- l. spend time with my dad

4.



5.



6.



What else do you like to do after school?

B) Listen and complete the sentences.



watch ~~listen~~ after like also relax things music

1. I like to listen to _____ after school.
2. I like to do _____ with my friends _____ school.
3. I also _____ to _____ TV after school.
4. I _____ like to _____ after school.

A 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 Germany.
- I was born in a town.
- I'm eleven years old.
- I'm in fifth grade.
- I like to watch TV after school.


 **TIP**

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.


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 _____.
 I'm _____ years old,
 and I'm in _____ grade.
 I like to _____ after school.



Sample Answers

Presentation

A Watch the presentation. Listen for the key phrases. 

About Me



Key Phrases

- call me
- was born
- also like
- a little bit
- years old

B Watch again and complete the notes.  

Hello! My ① 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 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 ⑦ _____. 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

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.

Free
Talking

Watch and choose the correct answers.



1. How old is she?

a. 14

b. 15

c. 16



2. What are her favorite animals?

a. Pandas

b. Horses

c. Bunnies

Brainstorm

A Think about introducing yourself. What do you like to do?



Sample Answers



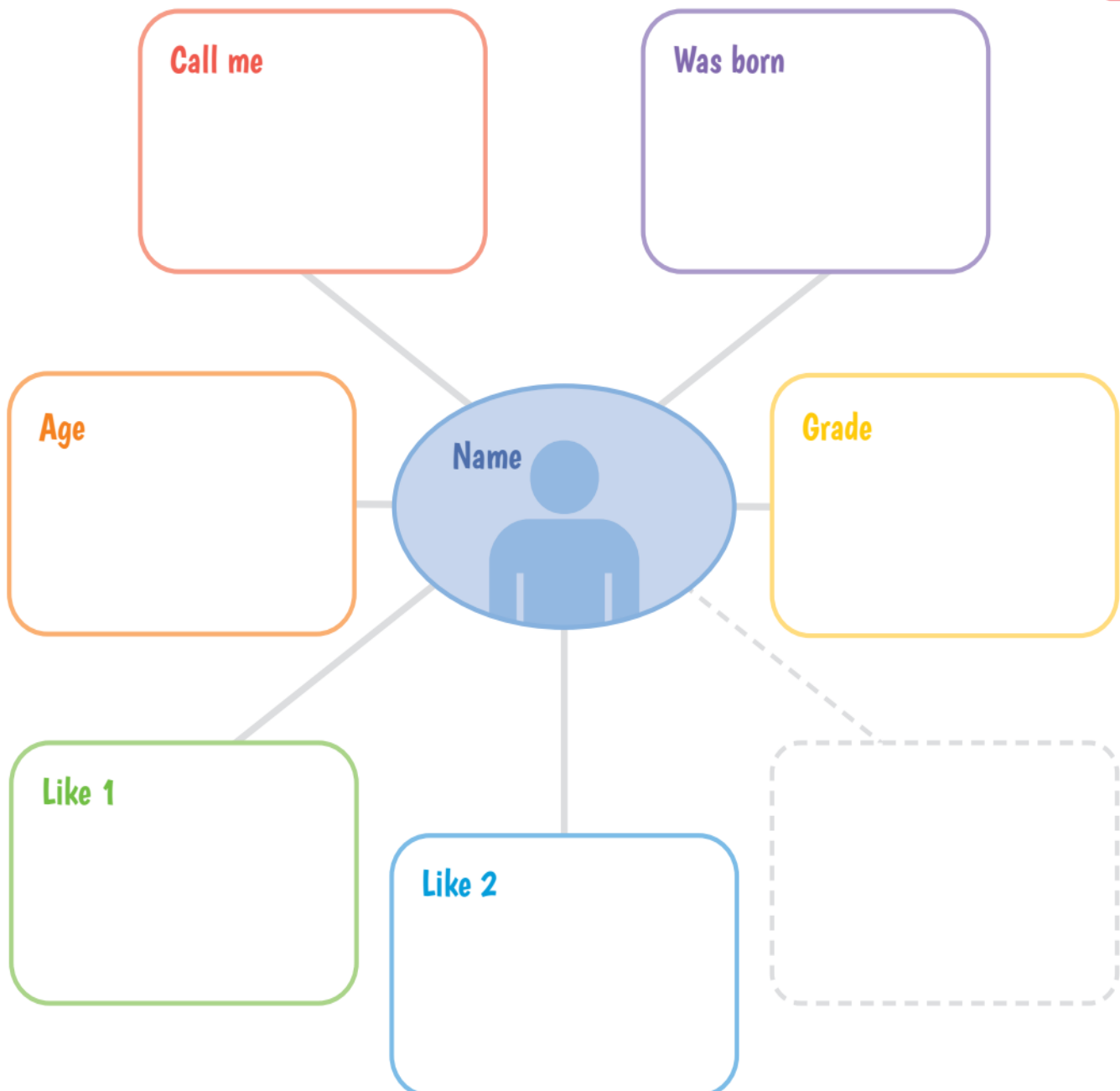
- play soccer
- take a nap
- watch TV
- play the guitar
- relax
- dance
- study
- do things with my friends
- play computer games
- spend time with my dad
- listen to music
- watch movies
- read

Your Ideas

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



Sample Answers



Getting Ready

A Listen, circle, and write.  

What is your brother like? What does he like to do?

1.



- shy / playful
- likes to listen to music

2.



- hard-working / busy
- likes to _____ after work

3.



- strict / loving
- likes to _____

4.



- artistic / athletic
- likes to _____ basketball

5.



- funny / cheerful
- likes to _____ jokes

6.




- kind / smart
- likes to _____ computer games


B Listen and complete the sentences.  

busy pictures swim artistic movies cheerful things athletic

 1. My grandma is _____. She likes to paint _____.

 2. My sister is _____. She likes to do many _____.

 3. My uncle is _____. He likes to _____.

 4. My cousin is _____. She likes to watch _____.