

Audio
App



Speaking for Speeches

Skills for Presentations

Second Edition

Liana Robinson

3

Speaking for Speeches 3: Skills for Presentations

Second Edition

Liana Robinson

© 2023 Seed Learning, Inc.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Acquisitions Editor: Kelly Daniels

Content Editor: Casey Malarcher

Copy Editor: Anne Taylor

Design: Highline Studio

Videographer: Collin Studios

The author would like to acknowledge Faith Trumbo, Brandonn Maldonado, Faith Chio, Karl Foerster, Wan Lee, Zoe McKelvey, Lena Malarcher, Gene Malarcher, and Sarah Malarcher for contributing material to this book.

<http://www.seed-learning.com>

ISBN: 979-8-88668-016-4

10 9 8 7 6 5 4 3

26 25 24 23

Contents

UNIT 01	The Best Day of My Life	6
UNIT 02	A Person I Admire	12
UNIT 03	My Favorite Book	18
UNIT 04	An Interesting Country	24
UNIT 05	My Favorite Thing	30
UNIT 06	Current Social Issues	36
UNIT 07	In the Future	42
UNIT 08	Fun Facts	48
UNIT 09	A Cool Future Job	54
UNIT 10	The Greatest Thing Ever Invented	60
UNIT 11	If I Were a Parent	66
UNIT 12	How We Can Help the World	72
	Transcripts	79
	Portfolio	91
	Presentation Notecards	103
	Peer Evaluation Form	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.

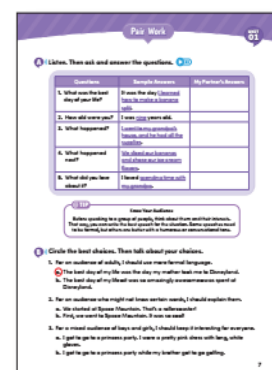
Teachers can use this page to generate a general discussion of the unit topic. In Unit 1, for example, teachers could ask questions such as:

- Look at these 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.





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

Presentation



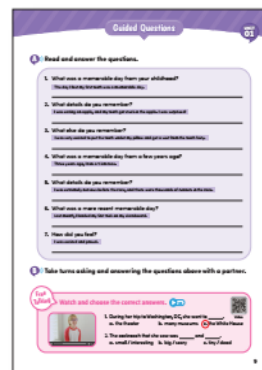
The **Presentation** page features a video intended to show students what their peers are capable of and to encourage them. The speakers in the videos are students from diverse backgrounds. In **Part A**, students watch the video and listen for key phrases. If time permits, students should be encouraged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

Getting Ready

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



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.



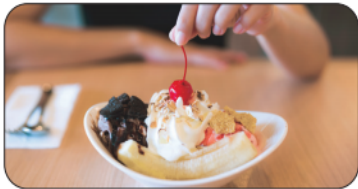
scored the
_____ in our _____ game

3.



was going to _____
to _____

4.



_____ how to
make a

5.



went to _____
with my _____

6.



_____ my first

B) Listen and complete the sentences.



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

1. We saw all our favorite characters and rode the _____.

2. We rode _____ and went _____.

3. We watched _____ and had a _____.

4. We beat our _____ and celebrated with _____.

A  Listen. Then ask and answer the questions.



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.

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

The Best Day of My Life



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.

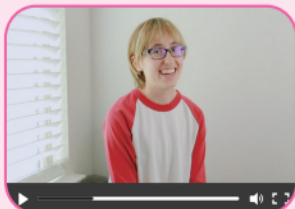
7. How did you feel?

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.



1. During her trip to Washington, DC, she went to _____.

- a. the theater b. many museums c. the White House

2. 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?



Sample Answers



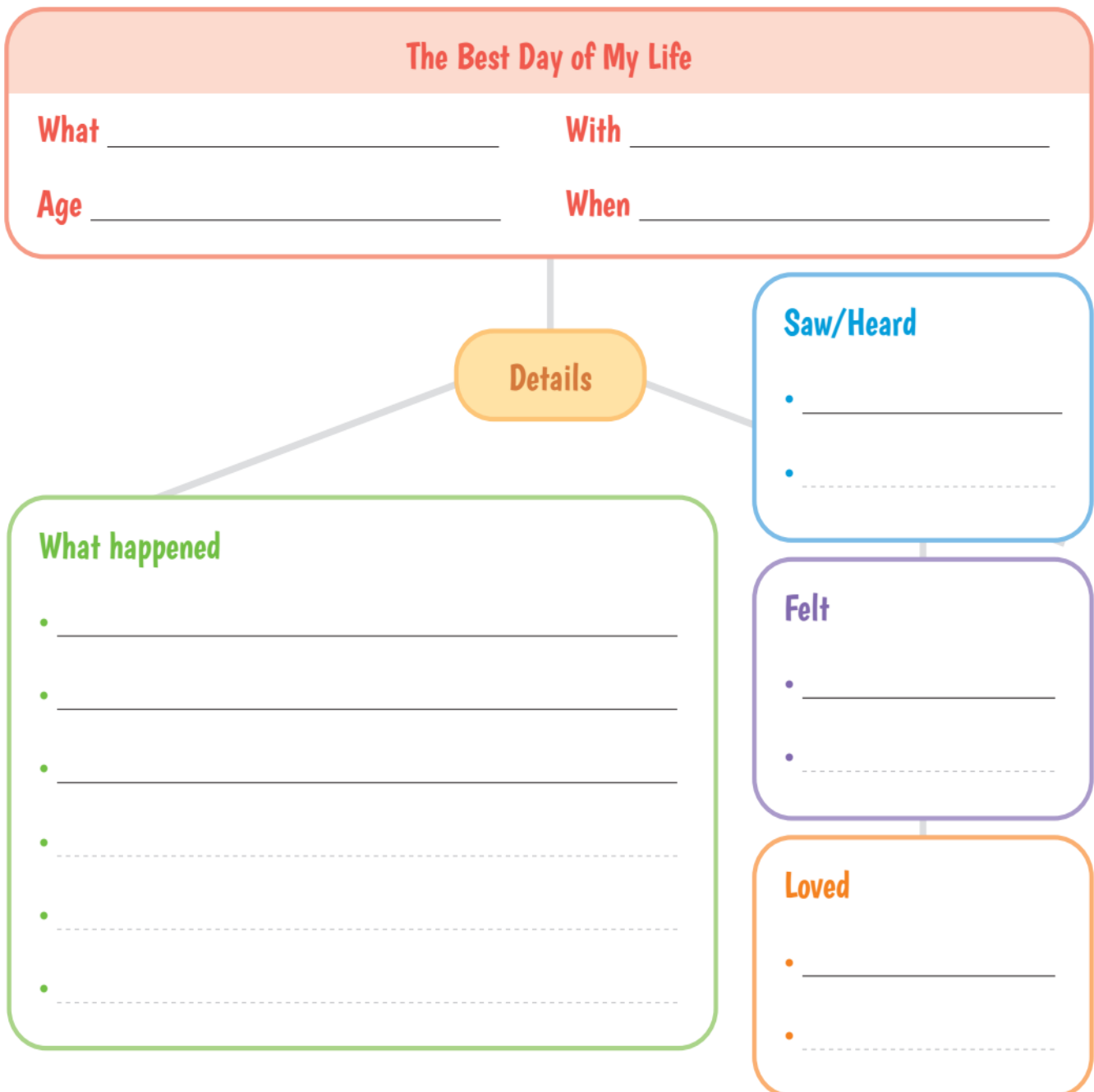
- had a sleepover
- went canoeing
- rode a horse
- saw a play
- rode on a rollercoaster
- scored a goal/point
- went to Disneyland
- had a party
- saw my first concert
-
- went to summer camp
- learned how to make (a banana split)
- had a pillow fight
- beat our rivals
-

Your Ideas

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



Sample Answers



Getting Ready

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



Who do you admire? Why?

- a.** was a sailor **b.** is a cancer survivor **c.** has overcome many obstacles
d. saved my life **e.** performs miracles **f.** was an amazing inventor

1.



2.



3.



- g.** believed in me **h.** was a world leader **i.** takes care of everyone
j. is a great athlete **k.** stood up for her beliefs **l.** tries hard at everything

4.



5.



6.



B) Listen and complete the sentences.



caring
passionate

confident
dedicated

talented
strong

wise
compassionate

- 1.** He's a good dad. He is _____ and _____.
2. He's a wonderful teacher. He is _____ and _____.
3. She's an amazing friend. She is _____ and _____.
4. She's a great musician. She is _____ and _____.