



# Speaking for Presentations

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Liana Robinson



## **Speaking for Presentations 1**

Liana Robinson

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7212 Canary Lane,  
Sachse, TX, USA

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Acquisitions Editor: Kelly Daniels  
Content Editor: Casey Malarcher  
Copy Editor: Anne Taylor  
Design: Highline Studio  
Videographer: Collin Pictures Studios

The author would like to acknowledge Lace Beckum, Mark Beshai, Tyler Calvin, Gene Malarcher, Becca Marvelli, Lisa Nalley, Carolina Ribas, Lindsey Wade, Christian West, and Kollen Yates for contributing material to this book.

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

ISBN: 978-1-9464-5289-4

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28 27 26 25

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# How to Use This Book

*Speaking for Presentations* is a two-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 Presentations* series includes thirteen 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. One key feature of each unit is an exclusive video of a skilled student presenter. 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.



## Listen

This page introduces students to the unit topic with a variety of interactive activities. It also gets students to begin thinking about what they will say in 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 will be writing about. **Part B** shows useful sentence structures and a list of ideas to use for guidance. Students begin to personalize the topic as

they share information about themselves with their partners.

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. Do you do any of these things?
- How old are you?
- Which one of your classmates do you think is most likely to sing karaoke?
- What is your least favorite activity on this page?



## Language Practice

The first half of the page begins with a two-person language activity that introduces key vocabulary/terms and sentence structures. The second half of the page ends with personalized questions that encourage students to talk about their own ideas or opinions. Within the first two pages of each lesson, students are exposed to several topic/content ideas in preparation for their own speeches.



## Speaking Tips and Expressions

To improve their delivery, students are given three tips to practice while preparing for or giving their speeches. Students are also exposed to additional expressions and sentence structures that help to provide a framework for their own speeches.



## Interview/Discussion

Here students are provided with guided speaking activities featuring key language to help them feel comfortable speaking in pairs before giving their presentations in front of the whole class. 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.



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



## Presentation

Students watch a model presentation given by a real student in a classroom. This allows students to learn from a peer and feel confident when giving their own presentations. The speakers in the videos are students from diverse backgrounds, and each presentation is the original work of a student.

First, students watch and listen for key words. After that, they complete the script or note-taking activity which provides a framework for their own presentations. Each presentation also has an option for students who would like to listen to the content as presented by a professional voice actor. If students have difficulty completing the script/note-taking activity while watching the video, listening to the audio recording may be helpful for them.

If time permits, students should be encouraged to talk about the strengths and weaknesses of each presentation. The **Peer Evaluation Form on page 99** can be used to guide students through this process.



## Write

The last page of the unit helps students prepare their own speeches. Students finalize their topic choice and brainstorm ideas for their own speeches. **Part A** is a brainstorming activity meant to generate ideas without placing importance on sentence structure or grammar. This is where students should focus on creativity. If students are having difficulty coming up with their own ideas, they should visit the **Extra Ideas** section at the back of the book. These students will find additional

topic ideas as well as an additional sample speech. **Part B** gives students the page number corresponding to these **Extra Ideas**. Once students have reached **Part B**, they are ready to write their own presentations. To the left of their writing space, students will see sentence prompts to guide their writing. Students can choose to use these prompts or create original material. If time permits, students should be encouraged to peer edit and help one another.

After writing their speeches, it is time for students to prepare their visual aids. The presentations in this series were created using a variety of common software programs. 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.

For **Part C**, students first practice with their visual aids and work on memorizing their speeches. Then they 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 99** provides a positive, structured way for classmates to give peer feedback.



## How to Use SoundCloud

All the audio recordings for the *Speaking for Presentations* series are provided through **SoundCloud** at [www.soundcloud.com/seed-learning](http://www.soundcloud.com/seed-learning).

Scan the QR code and play the track you want to hear.



# Introducing Myself

## Listen

### A Listen and check.



1.



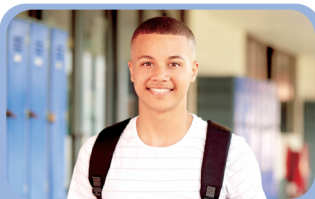
Name Jana

Age  18  19  20

#### Favorite things to do

- dance
- play the piano
- relax
- study
- paint

2.



Name Milo

Age  16  17  18

#### Favorite things to do

- play computer games
- listen to music
- hang out with my friends
- sing karaoke
- read

### B Talk to your classmates.

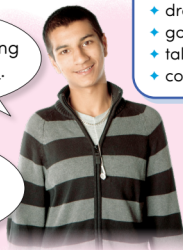


What's your favorite thing to do?

Why?

My favorite thing to do is swim.

It is good exercise, and I like being in the water.



#### ✦ Ideas

- ✦ watch movies
- ✦ play tennis
- ✦ draw
- ✦ go hiking
- ✦ talk with my friends
- ✦ cook

## Language Practice

**A** Practice the language options. Say them aloud, and then practice with a partner.

**My major is/I want to study . . . because . . . , and . . .**



science

- the experiments are fun
- I want to cure diseases



art

- I can be creative
- I want to be a painter



computers

- most jobs use computers
- programming is fun



law

- I like helping people
- I like reading and writing



business

- I can get a good job
- I want to work in an office



history

- the past is interesting
- it is easy to understand

**B** Discuss the questions with your classmates. Write down your ideas.

1. What are some other school subjects? Why do we study them?

Subject:

Subject:

Why:

Why:

2. What are some fun things to do? Why are they fun?

Thing to do:

Thing to do:

Why:

Why:

## Speaking Tips and Expressions

**A** Discuss the speaking tips. Practice the techniques.



Walk to the front of the room with confidence.



Set your feet and stand up straight.



Don't put your hands in your pockets or cross your legs.

**B** Read through the expressions. Then practice them with a partner.

1

Hi!  
Hello everyone!  
Good morning!

2

My name is Joel Brown.  
I'm Lisa.  
My name is Michael, but you can call me Mike.

3

I was born in Mexico.  
I'm from Rome, Italy.

4

My major is science.  
I want to study law.  
I'm interested in computers and art.

5

Thank you!  
Thanks for letting me share.  
Now you know a few things about me.



## Interview

**A** Read through the interview. Then role-play with a partner.



- 1 What country were you born in?
- 2 Were you born in a city or town?
- 3 How old are you?
- 4 What is your major?
- 5 What is your favorite thing to do?

I was born in Vietnam.

- I was born in a small town.
- I am nineteen years old.
- My major is business.
- My favorite thing to do is watch TV.



**B** Interview three of your classmates. Use the questions from above.

Question	Sample Answers	Partner 1	Partner 2	Partner 3
1	Canada			
2	city			
3	18			
4	computers			
5	relax			

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



## Introducing Myself



### Key Phrases

- was born
- years old
- major
- also like
- first year of university
- favorite thing to do

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



Hi! My 1 name is Richard, but you can call me Ricky. Today I'm going to tell you a little bit about myself.

I was born in a small 2 \_\_\_\_\_ in Texas. You can see it in these pictures. This is my parents' house. They still live in it. I moved to California this year for school. I love living in a big city. It's a lot of fun. There are so many 3 \_\_\_\_\_ to do and places to go.

I'm nineteen 4 \_\_\_\_\_ old, and I'm in my first year of university. I don't have a 5 \_\_\_\_\_, but I like 6 \_\_\_\_\_ and sports. I want to study education. I want to be a science teacher and a coach. But my father is a 7 \_\_\_\_\_, and he wants me to be a doctor, too. I'm not sure what to choose.

In my free time, I like to play 8 \_\_\_\_\_. It's my favorite thing to do. I play it all the time.

I also like dogs. I really want one. But we can't have any 9 \_\_\_\_\_ in the dorms. Someday, I will have a dog. I'm sure of it!

Now you know a few things about me. 10 \_\_\_\_\_ for letting me share.