



Speaking for Presentations

2

Liana Robinson



Speaking for Presentations 2

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Acquisitions Editor: Kelly Daniels

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Design: Highline Studio

Videographer: Collin Pictures Studios

The author would like to acknowledge Garrett Byrne, Jenna Myers, Lace Beckum, Mark Beshoi, Tyler Calvin, Becca Marvelli, Lisa Nalley, Carolina Ribas, Lindsey Wade, Christian West, and Kolten Yates for contributing material to this book.

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

ISBN: 978-1-9464-5290-0

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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?
- What is one of your favorite meals?
- What are some of your favorite things to do?
- What is one of your least favorite things to do?

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 Tip and Expressions



To improve their delivery, students are given a tip 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 97** 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. There 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 97** 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.

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

Unit 1

One of My Favorite Things

Listen

A Listen, read, and circle.



1.



- One of his favorite things is his grandma's **new** / old cookbook.
- He uses it every **Saturday** / Sunday with his **father** / grandmother.
- One of his favorite meals to cook is **pizza** / spaghetti.

2.



- One of her favorite things is her **skateboard** / bicycle.
- Her **brother** / best friend gave it to her, and she uses it to practice **games** / tricks.
- She also uses it to get to **places** / her classes on time.

B Talk to your classmates.



What's one of your favorite things to do on the weekend?

I like to **go fishing** with **my cousin**. What about you?

One of my favorite things is to **go hiking** with **my friends**.



✦ Ideas

- ✦ go shopping
- ✦ take a painting class
- ✦ go out to eat
- ✦ see a movie
- ✦ download new apps to my phone
- ✦ volunteer at the animal shelter

Language Practice

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

My/This . . . is one of my favorite things. It is special to me because . . .



- watch
- it belonged to my great-grandfather



- baseball bat
- I hit eight homeruns with it last season



- movie
- it cheers me up when nothing else can



- passport
- I use it to travel and see the world



- photograph
- I miss my dog and this reminds me of her



- phone
- it helps me pass the time during my commute to school

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

1. What are some of your favorite things a family member has given you?

Favorite thing:
Why:

Favorite thing:
Why:

Favorite thing:
Why:

2. What are some of your favorite things you have bought for yourself?

Favorite thing:
Why:

Favorite thing:
Why:

Favorite thing:
Why:

A Discuss the speaking tip.



Do your homework.

No one can give a good presentation without preparation. Many talented speakers look like they're just saying whatever comes to mind, but this is not true. Successful presenters spend a lot of time figuring out what they're going to say. You should, too.

1. How can you explain this tip in different words?
2. What can you actually do to practice this tip?

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

1

This **quilt** has always been one of my favorite things.
My **telescope** is very special to me.
I think my favorite thing is **a microphone**.

2

My grandmother gave it to me when I was **young**.
It is special to me because it **has been in my family for over fifty years**.
I love to **sing**, and I **always want to hold the microphone during karaoke**.

3

Since then, **I have always slept with it on my bed**.
My father used it **as a young boy**, and now **we use it together**.
My **microphone** inspires me to **become a singer one day**.

4

My **quilt** reminds me of **my grandmother** because **she made it for me**.
My **telescope** allows me to **study things in outer space, like stars and planets**.
I use it to **practice singing every day**.

5

I want to pass it on to **my child** one day so that **he or she will always remember me, too**.
I hope that one day I can teach **my kids** to learn how to use **my telescope**.
I like that my favorite thing can **help me to follow my dreams**.

Interview

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



- 1 What is one of your favorite things to listen to?
- 2 Why do you like listening to them?
- 3 How do you listen to them?
- 4 What time of day do you usually listen to them?
- 5 Do you have any other favorite things you listen to?

One of my favorite things to listen to is podcasts.

- I like listening to podcasts because they are interesting and informative.
- I listen to them on my phone through an app.
- I usually listen to them on my way to and from class.
- Yes, I also like listening to audiobooks.



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

Question	Sample Answers	Partner 1	Partner 2	Partner 3
1	hip hop music			
2	it's fun and upbeat			
3	on my phone with headphones			
4	any time of day			
5	pop music			