

## Introduction

*Dynamic Presentations: Skills and Strategies for Public Speaking* empowers students with voice. Employing a communicative, task-based approach, this course provides the tools, experience, and ultimately the confidence students need to present their own ideas clearly and effectively—in real-life contexts for various authentic purposes.

### A Communicative & Task-Based Approach

This text is premised on the idea that students learn English most effectively by using it to complete meaningful tasks. Each unit presents students with the opportunity to make a presentation for an authentic purpose—the sorts of speaking tasks they may indeed be called upon to perform in the future. Drawing on their own interests, experience, and beliefs, students invest the presentations with meaning. At all stages of preparation and performance, students use English. Thus English is not *taught* as an abstraction; rather, it is *used* as a means to a meaningful and interesting end. In this way, all four skills (reading, writing, listening, and speaking) are developed throughout the course.

### A Student-Centered Classroom

Activities are designed to give students as many opportunities to use English as possible. Students work in pairs or in groups to learn and practice skills and strategies. They review and critique each other's work as they create presentations, and they evaluate each other's performances. The teacher's primary role is to introduce and explain new concepts and direct activities. Then, as students work, the teacher assumes new roles—coach, model, and advisor—helping individuals as they encounter difficulty and keeping everyone on task. Students are given more control over their own learning, and they gain valuable experience using English and negotiating among their peers.

### Critical Thinking

Given control over their own learning, students are challenged to think independently and critically—a skill that is developed not through explicit instruction but through frequent practice asking and answering critical questions. Early in this course, students make decisions about content, organization, and the needs of their audience. Later on, they learn to support and defend positions, evaluate reasons and evidence, and anticipate questions. Throughout this course, students identify strengths and weaknesses in their classmates' presentations, and they are challenged to think about and articulate their own views on various issues. All of these activities serve to develop students' critical thinking skills.

## Content

**Communication Skills.** Each unit introduces a new communication skill. These are carefully sequenced, beginning with relatively easy non-verbal communication skills and proceeding to voice control skills. Beginning with Unit 9, rhetorical skills are introduced. In Units 13 and 14, students learn about different types of appeals. The final units show students how to conclude their speeches and answer questions. Together, these skills promote effective speech delivery. By the end of the course, students have a wide variety of communication skills to draw upon for public speaking.

**Speech Building Strategies.** Each unit also introduces a new speech building strategy. These are tools that help students generate details, find, evaluate, and organize information, and develop and support ideas. Whereas the communication skills are focused on delivery, the speech building strategies are focused on content. In most units, the building strategy is first introduced in the warm-up activity then presented more explicitly later. Speech building strategies range from simple outlining to creating and using visual aids. Later units introduce basic research strategies.

**Performance & Purpose.** Once new skills and strategies are learned and practiced through pair and group work, students incorporate them into formal presentations. Students are guided as they prepare their presentations, and they practice with a partner before performance. Each performance is defined by both general and specific purposes. Four broad and progressively more sophisticated purposes—describing, informing, explaining, and persuading—are practiced throughout the course. More specific and practical purposes inform individual presentations. Students begin by describing people and places and progress to informing about events. In later units, students explain processes and relationships and finally argue for solutions and policies. Presentations are modeled on the online videos.

**Sound Pronunciation.** This section uses minimal pairs to present and practice basic English pronunciation. Emphasis is placed on recognition of the phonetic symbols students are most likely to encounter in their dictionaries so that they can discern the pronunciation of new words.

**Stress for Meaning & Clarity.** Conventions of stress, intonation, pitch, and articulation are presented and practiced with an emphasis on how these conventions may affect meaning.

**Grammar Review.** The communicative approach holds that grammar is best learned through use. The grammar review section reinforces discrete grammatical points that were used earlier in the unit and may be useful to students as they write their presentations.

**Video.** Sixteen example presentations performed by native English speakers are included. These examples demonstrate the communication skills and speech building strategies introduced in the corresponding unit. The teacher’s manual includes photocopiable handouts for analysis and discussion of each model demonstration.

**Useful Expressions & Vocabulary.** An appendix at the back of the book includes conventional expressions that students might use in their presentations. Also, new and important vocabulary words that were introduced in each unit are presented in quiz-form.

### Flexibility

This text can be adapted to accommodate three variables—student level, class size, and the amount of time available for instruction. Teachers working with lower level students may choose to work more slowly and focus on the early units, which require less language production. Teachers of more advanced students may choose to move through the early units rapidly, spending more time on the later, more complex units. Teachers dealing with large classes may choose to have students perform their presentations in small groups; in smaller classes, all students can perform for the entire class. In either case, classmates evaluate performance (evaluation forms are included in early units; photocopiable forms are provided in the teacher’s manual for later units).

Each unit is designed to be completed in two 90-minute class meetings, depending on the amount of time spent on performance. The entire text can be covered in two 14-week terms. However, the most important points can be covered in one term. In such cases, teachers must carefully select the most important activities appropriate for their students and reduce the number of performances. The teacher’s manual includes additional guidance for completing the course in one term.

### Support

The teacher’s manual provides timeframes and guidance for each activity. Photocopiable evaluation forms, handouts for video exercises, tapescripts, answer keys, and supplemental activities are also included.

### Final Thoughts

In the broadest sense, the purpose of this textbook is to empower students of English to investigate, articulate, and share their ideas about the world. By creating a classroom atmosphere in which students are encouraged to explore and express ideas, teachers can ensure that this course is a rich and rewarding experience for all. Good luck, and have fun!

**Michael Hood**

# Good Speeches, Good Speakers

## Unit 1

### Warm-Up

Will you make many speeches in your life? Put a check (✓) next to the situations in which you may someday make a speech.

- |                                               |                                                 |
|-----------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> A business meeting.  | <input type="checkbox"/> A lecture.             |
| <input type="checkbox"/> A wedding reception. | <input type="checkbox"/> A club meeting.        |
| <input type="checkbox"/> A job interview.     | <input type="checkbox"/> A graduation ceremony. |
| <input type="checkbox"/> A policy discussion. | <input type="checkbox"/> A memorial.            |



#### Speech Key

1.1

You will probably make many speeches in your life. The skills you learn in this course will help you perform all of them better.

What are the features of a good speech? What about good speakers?

#### Good Speakers

*well-prepared*

#### Good Speeches

*easy to understand*

#### Speech Key

1.2

Great speakers aren't born, they are made. Anyone can learn the skills. And with practice, you can become a great speaker!

Now check with a partner and compare your lists.

### Before You Start: Understanding Your Purpose

When you are asked to make a speech, think about the purpose. Why are you giving the speech? What is your goal? Your answer will help you make important decisions about how to make your speech. Match the speech context on the left with the purpose on the right.

#### Speech Key

1.3

Remember your purpose! It will help you make important decisions as you build your speech.

- |                                                                          |              |
|--------------------------------------------------------------------------|--------------|
| 1. You are making a speech at your best friend's wedding.                | a. explain   |
| 2. You are a salesman making a presentation to buyers.                   | b. inform    |
| 3. You are a scientist presenting your latest discovery at a conference. | c. entertain |
| 4. You are a company president making an annual report to shareholders.  | d. persuade  |

Listen to the CD. You will hear the opening statements of some speeches. Can you identify the purpose? Write "I" if the purpose is to inform, "P" to persuade, "E" to entertain or "EX" to explain.

- 1. \_\_\_\_      6. \_\_\_\_
- 2. \_\_\_\_      7. \_\_\_\_
- 3. \_\_\_\_      8. \_\_\_\_
- 4. \_\_\_\_      9. \_\_\_\_
- 5. \_\_\_\_      10. \_\_\_\_



**Speech Key** 1.4

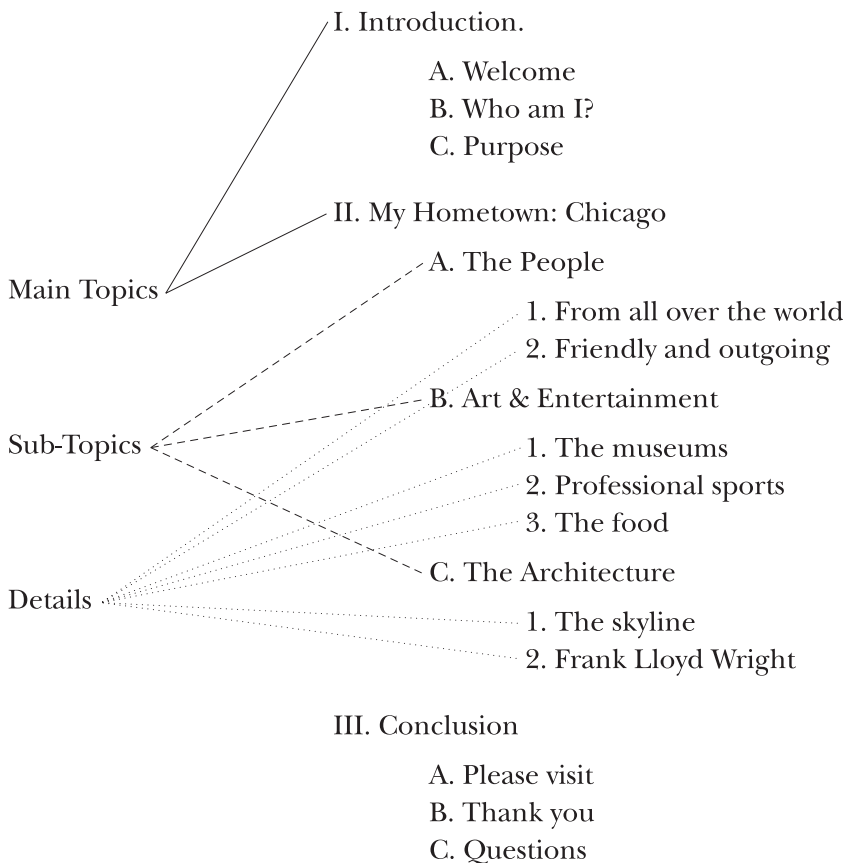
In a good speech, the purpose is clear from the very beginning.

## Building Your Speech: Outlining

An outline is like a map of your speech. It helps you organize your speech content clearly. It can also help you remember key points.

### Example Outline

Purpose: Inform the audience about myself (self-introduction)



### How to Make an Outline

1. Think about the main topics of your speech. Put a number to the left of each one.
2. For each main topic, write all of the sub-topics. Put a capital letter next to the left of each one.
3. Under each sub-topic, write the key point or detail that you remember. Put a number to the left of each one.

**Speech Key** 1.5

A good outline will keep your information organized and help you remember key points.

Now listen to the CD and read the outline of Mike's self-introduction. Try to follow as he goes from main topic to sub-topic to details.



**Practice**

Now practice making an outline. Fill in the outline with the information in the box.

- Cycling
- Bachelor course
- At Colorado State University
- My bicycle trips
- Their jobs
- My brother, Bryan
- Playing guitar
- Their home in Atlanta
- At the University of Illinois
- Major: English
- My parents
- Master's course
- Family
- Hobbies
- His family
- My special bicycle
- The type of music I play
- Thesis: Literature
- My special guitar
- His job
- Education

I. *Education*

A. \_\_\_\_\_

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

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

B. \_\_\_\_\_

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

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

II. \_\_\_\_\_

A. \_\_\_\_\_

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

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

B. \_\_\_\_\_

1. *My special guitar*

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

III. \_\_\_\_\_

A. *My parents*

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

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

B. \_\_\_\_\_

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

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

Now listen to the CD and check your answers.

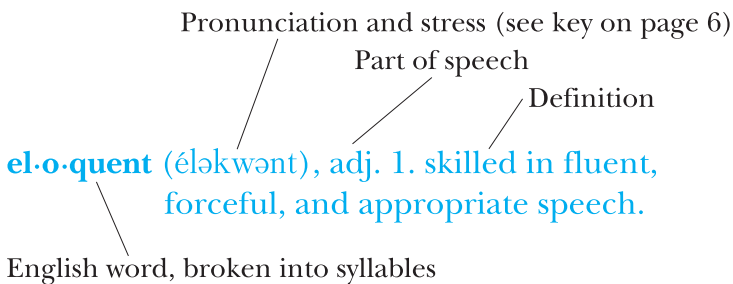


**Using a Dictionary**

When you prepare your speech, use the English you already know. Don't try to communicate above your English level—it will be too difficult to speak naturally. However, you may want to use a few new words, so you will need to know how to use a dictionary effectively.

**Example Dictionary Entry**

Entry in an English-English Dictionary:



**Using a Dictionary Effectively**

1. Think of the idea in your native language.
2. Look for the word in a bilingual dictionary.
3. Search the entry for the information you need.

**Why Use a Dictionary?**

1. To check spelling.
2. To check pronunciation.
3. To check meaning.
4. To find other words with the same meaning.

## Practice

Let's practice using a dictionary. Work with a partner and look up the following words. Write down the correct pronunciation and stress, part of speech, and meaning.

### Parts of Speech

n = noun            adv = adverb  
v = verb            prep = preposition  
adj = adjective    conj = conjunction

	pronunciation and stress	part of speech	meaning
1. prepare	_____	_____	_____
2. organize	_____	_____	_____
3. context	_____	_____	_____
4. collaborate	_____	_____	_____
5. definition	_____	_____	_____

Now listen to the CD and practice saying these new words.  DL 05  CD 1-05

## Working in Pairs & Groups

Throughout this course, you will work with a partner (in a pair) or with several other people (in a group). It is important to know how to work effectively in these contexts.

### Why Work in Pairs or Groups?

- ✓ Get new ideas from your classmates.
- ✓ Share your own ideas with others.
- ✓ Have more chances to communicate.
- ✓ Make new friends.
- ✓ Share the work so it is easier.
- ✓ Learn together.
- ✓ Have fun!

### Roles for Group Members

- ✓ Moderator: This person leads the group and makes sure everyone gets to speak.
- ✓ Recorder: This person takes notes about what is said in the group.
- ✓ Reporter: This person reports the results of the group work to the class.

### Five Simple Rules for Effective Group Work

1. Take turns speaking, so everyone has a chance.
2. Listen carefully to what your classmates say.
3. Respond politely to the ideas of others.
4. Stay on the topic.
5. Make an effort to communicate in English only!

## Practice

Now form a group of four or five. Appoint a moderator, recorder, and reporter. Return to the first page of this unit and:

1. Try to think of more situations in which you might make a speech in the future.
2. Brainstorm qualities of good speeches and good speakers.

Work for 15 minutes, then report your results to the class.

# Sound Pronunciation

English letters can be pronounced in many ways. In your dictionary, you will find symbols for different sounds. We will practice these sounds throughout this course. You may refer to this symbol key chart at any time.

Vowel Sounds				Consonant Sounds					
symbol	example	symbol	example	symbol	example	symbol	example		
i:	sleep	ɔ:	fall	ɔɪ	toy	ʃ	she	r	right
i	flip	u	hook	au	mouse	ʒ	Asia	r	sure
e	hen	u:	shoot	ou	clone	tʃ	cheese		
æ	fan	ə:r	swirl	iə	fear	dʒ	jewel		
ʌ	fun	ei	fail	eə	hair	θ	thick		
ɑ:	cart	ə	opera	u	hook	l	low		
ɑ	cot	ai	wine			l	tell		

Listen to the CD and repeat.  DL 06 

# Stress Patterns & Intonation

In English, stress can greatly effect the meaning of a sentence. Listen to the CD and read these examples.

 DL 07 

- Oh, you bought a BIG house. (not a small one)
- Oh, you bought a big HOUSE. (not a big car or a big boat)
- Oh, you BOUGHT a big house. (you didn't rent or sell a big house)

▶ In each sentence, the heavy stress indicates the point that surprised the speaker. The stress carries meaning that the words do not.

Intonation can also effect the meaning. Listen to the CD and read these examples.  DL 08 

- You've had enough to eat. →
- You've had enough to eat? ↗

▶ In the second sentence, the intonation rises at the end. This means that the speaker is asking a question, even if the form of the sentence isn't a question (Have you had enough to eat?).

▶ In each unit, you will learn new stress and intonation patterns to help you make your speeches sound more natural.

# Grammar Review: Simple Present Verb Form

The simple present verb form is to show action that is usual or habitual; something that is true now and is always or usually true.

Form			Use
	be	other verbs	
I	am	play	Ex. I live in Tokyo. They study every day.
You/We/They	are	play	She lives in New York.
He/She/It	is	plays	He studies early in the morning.

\* Notice the final -s added to the 3rd person singular.

\*\* Sometimes the final -y is changed to -ie.  
Ex. study►studies, marry►marries

Fill in each blank with a verb from the box. Write the verb in the correct form.

- Jeremy \_\_\_\_\_ baseball every Saturday afternoon.
- He \_\_\_\_\_ of becoming a professional player someday.
- My mother and father \_\_\_\_\_ waffles with strawberries for breakfast.
- It \_\_\_\_\_ cold in here. Please turn up the heat.
- Children \_\_\_\_\_ languages much faster than older people.
- My brother \_\_\_\_\_ a lot of money at his new job.
- He \_\_\_\_\_ to different cities on business.
- I \_\_\_\_\_ about 5 books every month.
- Carrie \_\_\_\_\_ a new car.
- Ken \_\_\_\_\_ in the ocean in summer.

eat  
dream  
want  
play  
make  
feel  
swim  
fly  
read  
learn

Compare your answers with a partner. Then listen to the CD and check.  DL 09  CD 1-09

