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 accompanying DVD.

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.

DVD. Sixteen example presentations performed by native English speakers are included on a DVD accompanying this text. 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 DVD 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

Contents

Unit	Communication Skills	Speech Building Strategies	Performance & Purpose
Unit 1: Good Speeches, Good Speakers	Working in Pairs & Groups	Outlining Using a Dictionary	Identifying Purpose
Unit 2: Introduce Yourself!	Making Eye Contact	Elements of the Introduction	Self-Introduction (describing)
Unit 3: Someone You Should Know	Maintaining Posture	Descriptive Details	Introducing Others (describing)
Unit 4: Have You Ever Been There?	Using Gestures	Brainstorming & Clustering	Talking About Places (describing)
Unit 5: How to Make a Spectacular Dish!	Enunciating	Transitions & Connectors	Talking about Process (explaining)
Unit 6: Let Me Tell You What Happened…	Projecting	Audience Analysis Brainstorm Wh~ Questions	Talking about the Past (informing)
Unit 7: In the World Today…	Pacing	Selecting Details Facts & Opinions	Talking about Current Events (informing)
Unit 8: Cause & Consequence	Expressing	Explaining Causes	Causes of Problems (explaining)
Unit 9: What Dreams May Come…	Repetition	Explaining Reasons	Future Plans (explaining)
Unit 10: For Example…	Simple Language	Using Examples Patterns of Organization	Comparison & Contrast (explaining)
Unit 11: Make a Stand, Hold Your Ground!	Active Voice	Patterns of Organization	Point & Counterpoint (persuading)
Unit 12: Measuring Solutions, Solving Problems	The Rule of Three	Evaluating Evidence Patterns of Organization	Problem Solving (persuading)
Unit 13: Lies & Statistics…	Appealing to Character	Creating Visual Aids Using Statistics	Statistical & Visual Support (various)
Unit 14: Picture This!	Appealing to Emotion Using Visual Aids	Using Quotations	Presenting a Position (persuading)
Unit 15: Common Ground	Mediating	Finding Information Patterns of Organization	Mediating Conflict (persuading)
Unit 16: In Conclusion…	Concluding	Elements of the Conclusion Evaluating Information	Policy Presentation (persuading)
Unit 17: Any Questions?	Answering Questions	Preparing for Questions Avoiding Plagiarism	Impromptu Speaking (various)
Unit 18: Review			
Key Expressions & Vocabulary			

Sound Pronunciation	Stress for Meaning & Clarity	Grammar Review	DVD	Page
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e and æ	*can* and *can't*	Modals for Advice & Ability	Someone You Should Know	13
ʌ and ɑ:	Listening for Stress	Present Perfect Verb Form	Have You Ever Been to Fort Collins?	19
u and u:	Enunciating final ~ing	Strong Adjectives	How to Fix a Flat Tire	25
ɑ and ɔ:	Intonation for Listing	Past Progressive Verb Form	Incident on Long's Peak	31
ə:r and ə	Silent *h*	Simple Connectors	A Scandal on Two Wheels	37
ei and ai	Stress for Emphasis	Structures for Cause & Effect	Gun Violence in America	43
ɔi and au	Reduced forms of *to*	Expressing Future Time	Goals for the Future	49
iə and eə	Emphasis on Content Words	Structures for Comparison & Contrast	Japanese & American Universities	55
əu and review	Rules for Stress	Active & Passive Verbs	Should Our Children Attend Cram School?	61
θ and ð	Using Suffixes to Predict Stress	Conditionals	A Solution to Global Warming	67
light l and *dark l*	Predicting Stress	Modals for Logical Conclusions, Probability & Possibility	The Great James Joyce	73
r	Tongue Twisters	Reported Speech	The Minimum Wage	79
b and *v*	Changing Stress in Word Forms	Word Formation	Common Ground on Abortion	85
w	Rhetorical Questions	Expressing Necessity & Prohibition	A New Policy for Public Smoking	91
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Unit 1

Good Speeches, Good Speakers

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.

- ☐ A business meeting.
- ☐ A wedding party.
- ☐ A job interview.
- ☐ A policy discussion.
- ☐ A lecture.
- ☐ A club meeting.
- ☐ A graduation ceremony.
- ☐ 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.

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!

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

Good Speakers	Good Speeches
well-prepared	*easy to understand*

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.
2. You are a salesman making a presentation to buyers.
3. You are a scientist presenting your latest discovery at a conference.
4. You are a company president making an annual report to shareholders.

a. explain
b. inform
c. entertain
d. persuade

Practice

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 02

1. ____ 6. ____
2. ____ 7. ____
3. ____ 8. ____
4. ____ 9. ____
5. ____ 10. ____

Speech Key 1.4

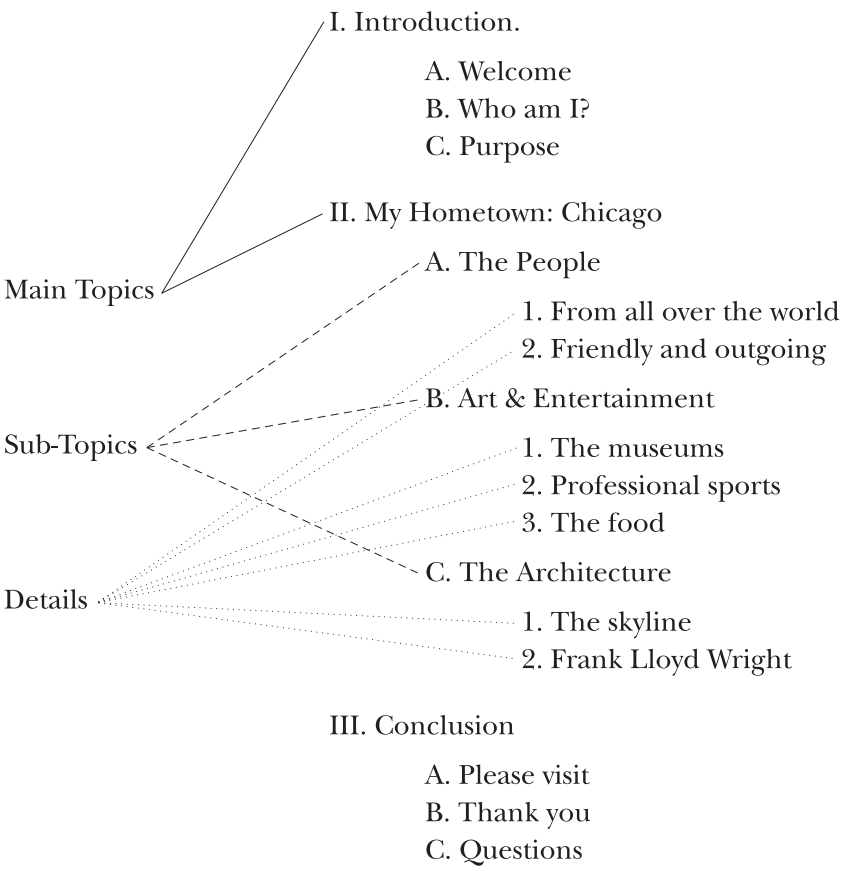
In a good speech, the purpose is clear from the very beginning.

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.

1 03 DVD

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. 1 04

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:

Pronunciation and stress (see key on page 6)
Part of speech
Definition

el·o·quent (éləkwənt), adj. 1. skilled in fluent, forceful, and appropriate speech.

English word, broken into syllables

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. 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

symbol	example	symbol	example	symbol	example
i:	sleep	ɔ:	fall	ɔi	toy
i	flip	u	hook	au	mouse
e	hen	u:	shoot	ou	clone
æ	fan	ə:r	swirl	iə	fear
ʌ	fun	ei	fail	eə	hair
ɑ:	cart	ə	opera	u	hook
ɑ	cot	ai	wine		

Consonant Sounds

symbol	example	symbol	example
ʃ	she	r	right
ʒ	Asia	r	sure
tʃ	cheese		
dʒ	jewel		
θ	thick		
l	low		
l	tell		

Listen to the CD and repeat. 1 06

Stress Patterns & Intonation

In English, stress can greatly effect the meaning of a sentence. Listen to the CD and read these examples. 1 07

1. Oh, you bought a BIG house. (not a small one)
2. Oh, you bought a big HOUSE. (not a big car or a big boat)
3. 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. 1 08

1. You've had enough to eat. →
2. 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

	be	other verbs
I	am	play
You/We/They	are	play
He/She/It	is	plays

Use

Ex. I live in Tokyo.
They study every day.
She lives in New York.
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.

1. Jeremy _____ baseball every Saturday afternoon.
2. He _____ of becoming a professional player someday.
3. My mother and father _____ waffles with strawberries for breakfast.
4. It _____ cold in here. Please turn up the heat.
5. Children _____ languages much faster than older people.
6. My brother _____ a lot of money at his new job.
7. He _____ to different cities on business.
8. I _____ about 5 books every month.
9. Carrie _____ a new car.
10. 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. 1 09