Organizing a Speech

Teacher's notes

Before you watch

A

This activity introduces the topic of organizing a speech. Students discuss an outline that is disorganized and offer suggestions to reorganize in a more logical way. Then, they explain why they chose that order.

Suggested answer:

Greenville Recycling Program

I.   Recycling program today

    A. weekly home pick up

    B. glass, paper, aluminium

II. Why Greenville started recycling

    A. high price of garbage removal

    B. Increase environmental awareness

III. Early recycling programs – 1990s

    A. no home pick up

    B. glass only accepted at recycling center

IV. How to improve the environmental program in the future

    A. add electric car charging stations for community use

Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, ask students to download it, and watch on their own devices if necessary.

A

This activity is designed to check students' comprehension of main ideas. Tell students to view the video and focus on the general understanding of the tips for organizing a speech. Ask students to work individually or in pairs to match the beginnings and endings of the sentences. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1.	e	4.	d
2.	b	5.	c
3.	a	6.	f

B

This activity requires students to use the concepts and vocabulary from the video in the context of conversation. Ask students to work individually or in pairs to complete the sentences with the correct word. Monitor and support. Check answers with the class.

Key:

1.   chronological
2.   problem/solution
3.   topical
4.   problem/solution
5.   topical
6.   chronological

Digital skills focus

A

This activity offers tips on organizing slides using presentation software when giving a presentation online. Emphasize that creating section titles that stand out from the content slides will help introduce each section of the presentation. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:

1.   slides
2.   title
3.   layout
4.   section
5.   different
6.   memorable

Language focus

A

This activity has two purposes. The text serves as a model for brainstorming ways to organize a speech. It also focuses students' attention on how to decide which organizational patterns logically fit a topic. Students are required to use these skills in the Digital Communicative Task.

Teacher's notes

Tell the students to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

If you are teaching an online class, set a timer for the individual practice so you don't disturb students by asking them if they've finished.

Key:
1. disorganized
2. flow logically
3. angle
4. chronological
5. topical
6. category
7. logical fit
8. pattern
9. fall in place

B

This activity is designed to focus students' attention on using correct parts of speech. Encourage students to use a dictionary as needed to complete the sentences.

Key:
1. logical
2. difficulty
3. description
4. solutions
5. chronological

C

This activity gives students the opportunity to practice organizing three speeches with different patterns. In pairs or groups, have students decide which pattern would logically fit each topic. Students should prepare a title for the speech and for each of the three sections that would logically connect the ideas in the speech. For example:

Title: UNESCO Sites

Section 1: Cultural Sites

Section 2: Natural Sites

Section 3: Mixed Sites

For online classes, use breakout rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

Key
Student's own answers

Digital communicative task

A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Students will give an informational talk individually but can be paired for the preparation part of the activity. They should select a topic and decide on an organizational pattern. If needed, allow time for students to research any facts or history for their talk. They then brainstorm a title for their talk and list the titles of the three sections. Students rehearse the presentation and practise the organizational pattern. Allow time for pairs to give feedback to each other.

Students can do their planning and rehearsal in a breakout room. Encourage students to record themselves and watch back.

B

Students present their talk in the online class while you record the session, or they make a video of their talk and show it during the online session or post it to a discussion board. Encourage audience members to give feedback to the speakers about the organization of the talk. Allow time for the audience to give feedback to the speakers either live or in written feedback on a discussion board.

Ask each speaker to reflect on their rehearsal process and whether they saw improvement from the first rehearsal to the finished and/or recorded talk.