



Public speaking

SELF STUDY

If students are working alone, note that many of the exercises (1, 3, 4a, 4b) have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their work with other students.

Before watching

- 1** Get the class to think about a speaker who gave a talk at their school recently or show a short video of someone speaking in public (e.g. a TED talk or a sports personality giving a press conference), so everyone answers the questions about the same person. To avoid any possible negative comments, *don't* choose staff members or anyone associated with the school. When comparing answers, encourage students to discuss their opinions. Did they all get the same impression of the speaker? If not, why not?

While watching

- 2a** **18** Check students understand all the types of advice, especially if they haven't seen the video before.

Answers

- 1** How to stand **2** Gestures **3** Eyes **4** How loud
5 How fast **6** Intonation **7** Emphasis
Not included: Always prepare carefully before your talk

- 2b** **18** This exercise could be challenging for some students, so encourage them to discuss their answers in pairs before checking with the class. If necessary, focus on some of this vocabulary and ask students to watch again to complete the exercise: *keep someone's attention/fluently = without stopping/stress = emphasis/ups and downs/get your message across = communicate your message.*

Answers

- 1** Stand up straight **2** Use hand gestures but not too much **3** Look up at people **4** Speak at the right volume (not too loudly or too quietly) **5** Speak fluently./Don't stop, but don't speak too fast or too slowly. **6** Use ups and downs **7** Give stress/emphasis on important words.

- 3a** **18** **VIDEO SKILLS** Go through the video skills box with the class before students do this exercise.

Answers

- a** 2 **x** **b** 3 **✓** **c** 1 **✓** **d** 4, 5 **x** **e** 7 **✓** **f** 3 **✓** **g** 4 **x**
h 5, 6 **x**

VIDEO SKILLS: Understanding consequences

This box is designed to help students recognise consequences and decide if they're positive or negative.

- 3b** Spend plenty of time discussing which three pieces of advice students think are most important after they've checked their answers. This is where they can really start to reflect on the life skill and think about how it might help them.

+ EXTRA ACTIVITY

Tell the class about famous people that speak in public (actors, business people, sports people, etc.). Ask students to analyse how well they talk in public by referring to the speaker's advice in the second column in the table in exercise 2.

EXTRA SPEAKING

Write on the board:

You're extremely confident. / You're very insecure. / You're not interested. / You're very insincere.

Put students in groups of three or four. Tell them to give short presentations to their group in which they introduce themselves, but rather than being themselves, they have to follow one of the prompts on the board. Can the other students guess which prompt they followed? How did they know? (Alternatively, whisper a prompt to each student before they start talking.)

After watching

- 4a** This can be a sensitive area, but if you think your students will feel comfortable talking about it, ask them to exchange their answers in pairs and then ask for volunteers to tell the class their answer. Ask if students generally feel the advice will help them to speak in public better in future. Also ask what it is about public speaking that they find most difficult. This should lead to many saying it makes them nervous, which provides a connection to exercise 4b.

- 4b** **SKILLS 4 LIFE** Unless students are able to access the Internet easily in class, this exercise will involve students doing some research between two classes. An alternative would be to get students to work in groups and come up with suggestions for how to relax when speaking in public. When students have done their research, ask them to pool their ideas. Write all the advice they found on the board and get them to vote on the top five tips for being more relaxed when you have to speak in public.

REFLECT ON IT



Ask students to discuss the first two questions. Can they explain why speaking in public makes so many people nervous? Can they list reasons? Ask them to look at the useful words. Possible reasons are:
Some people don't like being the centre of attention. Some people are afraid of making mistakes in public. Some people are naturally self-conscious or shy.
Then focus on the third question. It's important that students come away with the feeling that public speaking is a skill that can be learned.