

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي .

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كلية الآداب واللغات

المجلس العلمي

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manuel pédagogique

سند تربوي للأستاذة: د/ هدام بوعبد الله فايذة... HADDAM BOUABDALLAH Faiza

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Comprehension and Oral Production Cop

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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
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UNIVERSITY OF TLEMCEM FACULTY OF
LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

**COMPREHENSION AND
ORAL PRODUCTION
COP**

LMD 3 – SEMESTER 1 & 2

Dr HADDAM – BOUABDALLAH FAIZA

Academic year 2022-2023



STATEMENT OF ORIGINALITY

I hereby declare that this handout is my own work designed and organised according to students' needs through personal investigation and based on published books and online resources. These sources are mentioned throughout this work and in the list of references as well. I also certify that the present handout contains no plagiarism, and it is the result of my own quest, unless otherwise stated.



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Description of The Module

TEFL is an acronym that stands for Teaching English as a Foreign Language. TEFL teachers encourage students to improve their four English skills through listening, speaking, reading and writing. To facilitate the learning process, several courses are designed through the use of different resources, authentic materials, textbooks, audio-visual aids, and technology-based materials.

The designed Module is based on the lesson planning of teaching English to EFL students. COP Module is one of the modules proposed by the Department of English, Faculty of Letters and Languages at Abou Bekr Belkaid Tlemcen University to teach speaking & listening to L3 students for two semesters. This module is a fundamental unit within the LMD system (coefficient 2), scheduled in one session per week during 1H30. The main objectives are to acquire the necessary skills to follow and comprehend discourse as well as to communicate fluently in English with one another through listening and speaking courses.

The organisation of The Course

The COP module is organised into seven units during two semesters. Four UNITS during the first one and three UNITS during the second one. The first semester is divided into 14 weeks, and the second into 10 weeks. Each unit consists of a description of the course, the relevance of the course, learning outcomes, used materials, and references.

Lesson Plan

- **Semester 1**

Unit One: *IELTS Practice*

Unit Two: *In-class Debate*

Unit Three: *Interactive Quiz Games (Kahoot)*

Unit Four: *Ted Talks*

- **Semester 2**

Unit Five: *Film-In -Action*

Unit Six: *Public Speaking*



Materials

This module is scheduled on the timetable in Language laboratories which are equipped with different audio-visual materials: Computers and headphones for both teachers and students, speakers and data show. The planning of the lessons is based on different authentic materials, official textbooks, videos, recordings, online resources and web-based materials.

Evaluation

The students' evaluation is done through formative and summative assessment. Students are assessed on listening and speaking. Students receive a final score (maximum = 100 %) at the end of each semester.

Grading criteria for the course will be evaluated as follows:

1. 20% Scoring (Assignment, Group Discussion, and Attendance) The total scoring of 20% will be taken from the students in asynchronous weekly discussions (include students' participation in discussion), daily assignment, and attendance in the classroom (the students are allowed to be absent at least four times in one semester with a justification).
2. 40% Scoring (Middle Test) Middle test will be in written or speaking form.
3. 40% Scoring (Final Test)



SEMESTER 1

Unit One: IELTS Practice

Description of the Course

This unit is designed to enhance students' knowledge and awareness of the IELTS test and to equip students with the necessary training to best prepare them mainly for speaking and listening tests. These sessions (courses) help familiarise students with the formats and skills of IELTS and develop their English competencies. Time allocated to this unit is four weeks.

Relevance of the Course

- To familiarise students with the structure of the IELTS speaking and listening tests
- To equip students with different test taking techniques and strategies
- To give students opportunities to practice and to receive feedback
- To be aware of their strengths and weaknesses

Learning Outcomes

Upon completion of the course, students must have:

- Identify the formats, and requirements of IELTS
- Apply useful strategies and techniques
- Practice relevant listening and speaking skills
- Develop vocabulary and consolidate grammar
- Improve pronunciation and spelling
- Develop cultural awareness
- Acquire spontaneous way of expressing themselves

Materials

- PowerPoint presentation (PPT)
- Authentic videos
- IELTS official training textbooks

References

- British Council website <https://www.britishcouncil.org/>
- Official IELTS textbooks
- 1the_complete_solution_for_ielts_speaking_test
- IELTS for Speaking 5_Collins_Speaking_for_IELTS_Book.pdf



• IELTS for Listening 7_Collins_Listening_for_IELTS_Book.pdf

• YouTube Videos on IELTS practice

https://www.youtube.com/results?search_query=ross+ielts+academy

WEEK 1

Icebreaker:

- Ask students if they have already heard about any international language test in general and about the IELTS examination in particular. And what are the several reasons to sit for the test.

Lesson one

- Introduce the International English Language Tests; IELTS for short through a PowerPoint presentation to familiarise students with test in the four skills: Listening, Speaking, Reading and Writing.

IELTS
(International English Language Testing System)

- What does it look like?
- How is it scored?
- What do students tend to have problems with?
- Why do we need to know about it?

WHAT IS IELTS



- It is an International English Language Testing System
- Designed to assess the English language ability who intend to study or work where English is the language of communication (British Council)

ARE THERE OTHER ENGLISH LANGUAGE TESTING SYSTEMS

- Yes, there are and depending on your interests, tests like TOEFL, TOEIC, BEC, FCE and many others.

WHY IELTS?

- Academic (Professional)
- General training (For university entry, general work and living)

IELTS SCORES and TESTS

- Test result is valid 2 years
- Band score ranges from 1 to 9
- There is no passing or failing mark

SCORING

- Band 0-Did not attempt the test
- Band 1-Non User
- Band 2-Intermittent User
- Band 3-Extremely Limited User
- Band 4-Limited User
- Band 5-Modest User



Band 6-Competent User

- Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.



- Band 7-Good User
- Band 8-Very Good User
- Band 9 -Expert User

IELTS TEST FORMAT



LISTENING



- **Time: 30 minutes** 4 sections, 40 questions
- **Section 1:** conversation between two people set in everyday social context
- **Section 2:** monologue set in everyday social context
- **Section 3:** conversation between up to 4 people set in an educational or training context
- **Section 4:** monologue on an academic subject

- Real-world listening situations
- Difficulty
- Range of topics and tasks
 - listening for specific information e.g. dates, place names
 - understanding gist
 - understanding speaker attitude/opinion
- Following development of an argument

General listening strategies

- Recording is played once
- Read question CAREFULLY BEFORE listening
- Familiarise yourself with question types
 - completing a chart
 - selecting pictures
 - note-taking exercises
 - MC questions



SPEAKING

- **Time:** 10 – 15 minutes
- **Tasks:** Face to face interview between one candidate and one examiner.
- **Parts:** 3 parts



- Part 1(4-5mins): Introduction and interview
- Part 2(1-3 mins incl. prep): Individual talk
- Part 3(4-5 mins): Discussion topics



- Speak fluently and link ideas coherently
- Demonstrate a range of appropriate vocabulary
- Use accurate grammar and appropriate register
- Speak so that a listener can understand

Speaking strategies

- Part 1
 - Take the initiative if possible
 - Always say more than yes or no
 - Try to overcome nerves
- Part 2
 - Take the 1 min preparation time
 - Jot down some main ideas
 - Sound interested in the talk

- Part 3
 - Give informed responses
 - Demonstrate your control of the language
 - Attempt to express abstract ideas
 - Support your opinions
 - Show that you are willing to provide extended replies



READING



- **Time:** 60 minutes 3 reading
- **Questions:** 40 items
- **Test parts:** 3 sections
- Texts are taken from books, magazines, journals and newspapers
-

- **Question types**
 - Multiple choice
 - find detailed information (true/ False/ Not given),
 - identifying writer's view/claims (Yes/No/Not given
 - matching (information, headings, features, sentence endings)
 - complete a diagram
 - sentence completion, summary completion, note completion, table completion etc



WRITING

- **Time: 60 minutes** 2 tasks
- Task 1(20mins): descriptive report of a table or diagram, 150 words
- Task 2(40 mins):250 word essay in response to an opinion or a problem.
- Discuss issues, construct an argument and use the appropriate tone and register.

- **Task 1:** Candidates are presented with a situation and are asked to write a letter. The letter may be personal, semi-formal or formal in style
- **Task2:** Write an essay in response to a point of view, argument or problem. The essay can be slightly more personal in style than academic.



General Writing Strategies

- Read the question carefully
- Familiarise yourself with descriptions of data – in newspapers, textbooks
- Practise formulating your own ideas on topics

Skills assessed:

- Ability to write a response which is appropriate in terms of :
 - Content
 - Organisation of ideas
 - Accuracy
 - Vocabulary
 - Grammar

General Ideas

- Familiarise yourself with the test.
- Practise
- Time Management

WEEK 2

IELTS Listening

Activity One:

- Listen to the following recordings and answer the following questions
 - 1) What does this recording speak about?
 - 2) Give the main idea of the conversation
 - 3) Who is speaking?

Activity Two:

- Listen to the recording (the one used in the first activity) and do the following exercises. (Source: Cambridge IELTS 8.pdf)



SECTION 1 Questions 1–10

Questions 1–3

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

TOTAL INSURANCE INCIDENT REPORT	
Example Name	Answer <u>Michael Alexander</u>
Address	24 Manly Street, 1 , Sydney
Shipping agent	2
Place of origin	China
Date of arrival	3
Reference number	601 ACK

Questions 4–10

Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Item	Damage	Cost to repair/replace
Television	The 4 needs to be replaced	not known
The 5 cabinet	The 6 of the cabinet is damaged	7 \$
Dining room table	A 8 is split	\$200
Set of china	Six 9 were broken	about 10 \$ in total



Exam information: Form completion (1)

In the IELTS Listening exam, you may have to complete a form. This question type can often be found in Section 1. Normally, each answer is one or two words. In Section 1, the information is factual; for example, dates, places and times.

3

Look at the form below. If this were an exam task, what kind of information would you be listening for (place, time, name, date)?

OUTBOUND FLIGHT DETAILS

Full name:	1 _____
Telephone number:	07953 299101
Flight number:	JK402
Depart:	London Heathrow
Arrive:	2 _____
Departure time:	3 _____
Date of travel:	4 _____

The information needed to complete a form can be expressed in different ways. Look at the examples 1-7 below and write *name*, *date*, or *time* next to each one.

- 1 Mr R. D. Davison _____
- 2 Ten fifteen _____
- 3 Ronald Davison ... D-A-V-I-S-O-N [spelling] _____
- 4 July twenty-third _____
- 5 A quarter past ten _____
- 6 Davison Ronald Davison _____
- 7 The twenty-third of July _____

Exam tip: When you complete a form, it is important to spell the names of people and places correctly. Any words you are not expected to know will be spelled out.

Example: Mr Forsythe: F-O-R-S-Y-T-H-E

Words you are expected to know will not be spelled out.

Example: 23 North Street

WEEK 3

IELTS Speaking

Activity One:

- Watch the following video about different candidates during the speaking IELTS tests (part 1, part 2 & part3) and guess which score is attributed to each candidate.

Band 3.5 – IELTS Speaking test sample – Part 3 (Harry)

<https://www.youtube.com/watch?v=3th2f1aDQQ4>

What speaking ability does a score of IELTS Band 3.5 represent?

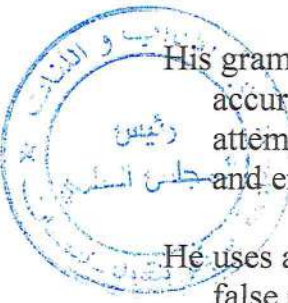
Watch this Speaking test sample, where Harry from Vietnam talks about 'An interest or hobby you enjoy'.

Here's why this performance was given a Band 3.5:

"This test taker is unable to keep going without noticeable pauses as he searches for language. His speech is slow with frequent repetition and self-correction and there are some breakdowns in coherence. He links some ideas but can only use simple connecting words (so; because).

Vocabulary is this test taker's strongest feature and allows him to talk about topics familiar to him. However, it is sufficient for only limited discussion of unfamiliar topics (balance; relax; salary; ability; free time for chatting; rely on drinking – it's not good for society or people's health).

Some ideas are repeated (good for their health).



His grammatical control is weak. Some simple sentence forms are produced fairly accurately (has more ability to meet others; may be more developed) and he sometimes attempts more complex forms. Subordinate clauses, however, are rare, turns are short and errors frequent.

He uses a very limited range of pronunciation features. His problems with hesitations and false starts have a serious impact on his ability to produce connected speech and there is little evidence of control of stress and intonation. However, it is his production of individual sounds which causes greatest strain to the listener. Final consonants are often not pronounced (becau(se); balan(ce); li(ke); heal(th)), and some are incomprehensible without context (wishen for 'question'). Understanding requires considerable effort and there are patches of speech that cannot be understood.

This test taker's vocabulary is stronger than other features of his performance, but his pronunciation is poor, restricting his rating to a Band 3.5."

If you're looking to book your IELTS test, you can do so at <https://my.ieltsessentials.com/IELTS?...>

If you want to keep preparing for your test, check out the other videos on this channel, or head to IELTS Prepare: https://ielts.idp.com/prepare?utm_sou...

0:00 - Introduction

0:12 - How can a hobby help a person's social life?

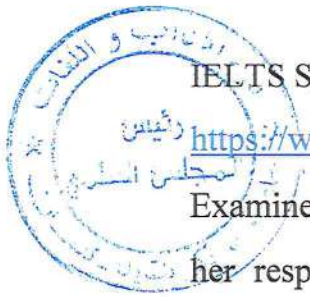
0:49 - Can hobbies help a person in their personal life?

1:26 - Do you think there can be negative effects from spending too much time on a hobby?

2:27 - Why do you think people feel like they want to have a hobby?

3:10 - How much time do people spend on work and how much free time do they have in your country?

3:50 - In the future, do you think will people will have more or less free time in your country?



IELTS Speaking Part 3 Parties (Band 4.5)

https://www.youtube.com/watch?v=Hxw_9k4WuDQ

Examiner Comments on Candidate Band 4.5 This candidate can keep going, although her responses are rather repetitive and she relies heavily on certain expressions (something like; you know). She uses a sufficient range of vocabulary to discuss less familiar topics, with occasional appropriate use of more complex items. However, she often reverts to the personal and uses a lot of simple phrases. She attempts to paraphrase, but with mixed success. She predominantly uses the simple present, and makes errors when she attempts a wider range (haven't known). She attempts to use complex structures but there is a lot of systematic error caused by the addition of 's' to a variety of word forms, and this is confusing. She is able to make some use of rhythm and intonation but the mispronunciation of individual sounds is very frequent and results in many quite basic words and whole patches of speech being difficult to follow. Although her ability to keep going and her use of vocabulary are stronger features, she is unable to achieve Band 5.

IELTS Speaking Example Arabic Learner Score 7.5

<https://www.youtube.com/watch?v=HQSfLNnzpRk>

An IELTS speaking section example by www.gieltshelp.com. This video is an IELTS speaking section interview with a native Arabic speaker. This playlist teaches important strategies for IELTS speaking interview. Follow us on Facebook at www.facebook.com/GeneralIeltsHelp. This video is a part in a series that instructs the steps necessary to achieve a high score, between 7 to 9, on the IELTS speaking section question. The series includes four example speaking interviews with a native Arabic and Chinese speakers. This series will teach you the skills that will help you to be successful, confident and to reach success on these questions during the speaking interview. Follow the instructions carefully and make sure to practice. Use the subtitles as necessary to help you comprehend the information. It is important to practice a lot to give full sentence answers which reflect the grammar structure of the questions. Strategies will help with fluent language, natural language and complex language.

IELTS Speaking Interview - Practice for a Score 7

<https://www.youtube.com/watch?v=a-v32egDkCM>



IELTS speaking interview example high score by www.aehelp.com. This video is an IELTS speaking section interview with a native Mandarin speaker. This playlist teaches important strategies for IELTS speaking interview. This video is a part of a series that instructs the steps necessary to achieve a high score, between 7 to 9, on the IELTS question. The series includes four example speaking interviews with native Arabic and Chinese speakers. This series will teach you the skills that will help you to be successful, confident and to reach success on these questions during the speaking interview. Follow the instructions carefully and make sure to practice. Use the subtitles as necessary to help you comprehend the information. It is important to practice a lot to give full sentence answers which reflect the grammar structure of the questions. Strategies will help with fluent language, natural language and complex language.

IELTS Speaking test sample - Part 2 (Tina Band 5)

<https://www.youtube.com/watch?v=m0UGhSufSJK>

What speaking ability does a score of IELTS Band 5 represent? Watch this Speaking test sample, where Tina from Vietnam talks about 'An interest or hobby you enjoy'. Here's why this performance was given a Band 5: This candidate is able to maintain the flow of speech for most of the time but there are hesitations as well as some repetition and self-correction. This, together the fact that she describes several interests rather than one interest, makes her hard to follow at times and leads to some loss of coherence (before when I live in Vietnam I often go to ... church and or some association ... er ... I can ... er ... I often ask my friend to ... er ... to contribute ... er ... er ... and give a hand to help the poor people ... or the old people because I think the old people are so ... er ... my ... is look like my grandparents so I want to take good care for them). She can use markers accurately but within a narrow range (first; so; because; as well; in the future). Her rather limited range of vocabulary is just adequate for this part of the test. She manages to talk at some length about these familiar topics and produces some good items (widen my knowledge; to overcome or try to get over the problem; contribute; take good care). She makes some errors in usage (do volunteers). She uses a narrow range of sentence patterns, but there are a few instances of 'if' and 'when' clauses. She produces basic structures with reasonable accuracy but verb tense errors and omissions are frequent (I can shopping; before when I live in Vietnam I often go ... ; in picnic; I enjoy with it). She has quite a strong accent with a number of

poorly formed sounds and systematic omission of word endings (lee a han for 'lend a hand'). Rhythm is often syllable-timed and utterances are sometimes delivered too rapidly, which causes some difficulty for the listener.



Activity Two:



- Give an overview about IELTS speaking (Part 1). In the first part of the IELTS speaking section, the examiner will ask you approximately 10-12 questions (usually 3 different topics), all of which are about your life (work, study, hometown, pets, sports etc.). This part lasts for about 4-5 minutes. You can check out an example of questions in speaking part 1 in the previous section.
- Listen to the different questions in the following video about IELTS speaking (Part1) and give the expected answers.

Example:

- Do you live in a house or an apartment? Track 1.1

I live in a very large house with my family on the outskirts of Hanoi.

- What do you like best about your house/apartment? Track 1.2

Probably my small garden on the fifth floor where my parents grow chilies and lettuce. It's also my favourite spot for writing my blog while sipping a cup of coffee in the morning.

- What would you like to change about your house/apartment? Track 1.3

I'd love it if my house had more bathrooms. It's a 5 story-house but there's only one shared bathroom for 6 members, so sometimes it's very inconvenient to wait for your turn.

- In the future, would you prefer to buy a house or an apartment? Track 1.4

A house for sure. I love having a garden to enjoy my writing along with the tranquillity

of the atmosphere. I don't think buying an apartment would be a great choice because it's not possible for me to have a garden in an apartment.

- Do you play any sports? Track 1.5

I used to play soccer when I was younger, maybe 9-10 years back. However, I am totally swamped with my teaching job and have almost no time to go out.

- What kinds of sport are popular in your country? Track 1.6

I would say it's soccer which is considered the King of sport. And whenever our national soccer team has a match with another team from abroad in our national stadium My Dinh, the tickets are completely sold out. The crowd of fans really stirs up the atmosphere and goes nuts after a victory of their home team.



Activity Three:

- Listen to the following video and check the answers in the following example

IELTS Speaking test sample - Part 2 (Tina Band 5)

<https://www.youtube.com/watch?v=m0UGhSufSJk>

Describe a time you needed to use imagination

You should say:

what the situation was;

why you needed to use imagination;

what the difficulties were;

and explain how you felt about it.

BAND 9.0 SAMPLE ANSWER:

I would like to talk about the time I had to get out of my comfort zone to join an Innovation Challenge Contest which made me think out of the box and work flat out to become the runner-up.

This annual contest is open to all undergraduates and post-graduates around the world. Each year this contest draws the attention of more than 30 000 people so it was really competitive and challenging for me. Therefore, when I was awarded the runner-up prize, I was deliriously happy and extraordinarily excited.

The goal of the Challenge was to recognize individuals and organizations that were working on internet-based solutions to promote education and economic empowerment in countries throughout the world. Therefore, it really required creativity and imagination from each team joining the contest. I had to buckle down and brainstorm ideas for the challenge until I came up with the best one to be accepted for 4 consequent rounds.

At the end of the day, my team and I had really gone extra miles to become the runners-up and it was really an unforgettable experience to me. After all, I can take pride in myself for all the thing I achieved with my imagination and creativity.

Vocabulary:

Get/Step out of the comfort zone: Do things that you wouldn't normally do

Example: If you want something you never had, I should step out of your comfort



zone and work flat out to fulfil your dream.

Think out of the box: Think differently, unconventionally or from a new perspective

Work flat out: work very hard

Runner-up: A team/player/competitor finishing in second place

Deliriously happy [collocation] very happy

Extraordinarily excited [collocation] very excited

Empowerment: the giving of an ability, enablement or permission

Example: The government believes strongly in the empowerment of women.

Buckle down: to begin to work seriously at something. Example:

If you don't buckle down to your job, you'll be fired.

WEEK 4

IELTS Speaking practice

Activity One:

- Select different volunteers among students to participate to speaking test (part 1 & part 2)

Unit Two: *In-class Debate*



Description of the Course

This unit is designed to generate effective critical thinking in students. Using debates in the classroom provides students the opportunity to explore real-world topics and issues. Debates also engage students through self-reflection and encourage them to learn from their peers. Time allocated to this unit is two weeks.

Relevance of the Course

- To promote problem solving and innovative thinking
- To equip students with different techniques and strategies for in-class debate
- To help students to build links between words and ideas
- To communicate with one another

Learning Outcomes

Upon completion of the course, students must have:

- Improved critical thinking skills
- Apply useful strategies and techniques
- Practice relevant listening and speaking skills
- Develop vocabulary through argumentation
- Enrich General culture
- Develop cultural awareness
- Effective communicators

Materials

- Official website
- Authentic videos

References

- The Art of Debating <https://artofdebating.com/>
- Debating skills <https://www.youtube.com/watch?v=1TSkkxu8on0>
- Debating skills - Debate Style: It's all about how you say it
<https://www.youtube.com/watch?v=F84Y0jQwG0w>
- How to debate in English: Vocabulary and Phrases
https://www.youtube.com/watch?v=-VVFwNo_29I

WEEK 1

Icebreaker

- Display a funny video 'Tom & Jerry' debating and ask students the following questions
 - 1) What they are doing?
 - 2) What is the main topic of discussion?

Activity One:

- Watch the following video about debating and answer the following questions
 - 1) What the topic of this debate
 - 2) What are the main debating skills
 - 3) What are the main discussed ideas
- Depict the different strategies used in debating

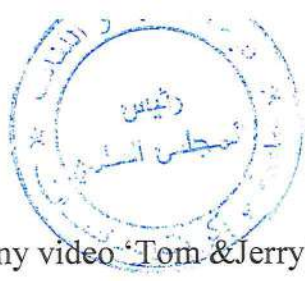
Activity Two:

- Display several videos about different types of debating
- Each group of students must select one type to present it for the next session

WEEK 2

Project Presentation

- Pair group exercise: Each pair of students select a topic and debate about it in front of their classmate
- Classmates must participate to each debate





Unit Three: Interactive Quiz Games (Kahoot)

Description of the Course

This unit is designed to enrich students' English background through interactive quiz. Games are one of the best ways to acquire knowledge with fun and to create a Team work atmosphere in the classroom. In this unit, an online application is selected named '**KAHOOT**'; it is a well-known Norwegian game-based learning platform, used as educational technology. Time allocated to this unit is two weeks.

Relevance of the Course

- To get direct feedback from their responses
- To learn with fun
- To promote e-learning
- To identify area, they need to develop (General culture)
- To support a growth mindset and foster the attitude to life-long learning

Learning Outcomes

Upon completion of the course, students must have:

- Think 'outside the box'
- Apply online techniques
- Cooperation, problem solving and creativity
- Enrich vocabulary in several domains
- Enhancing General knowledge
- Develop cultural awareness
- Communication, competition and interaction

Materials

- Computers
- Smart phones
- Data show
- Internet connexion
- Kahoot App

References

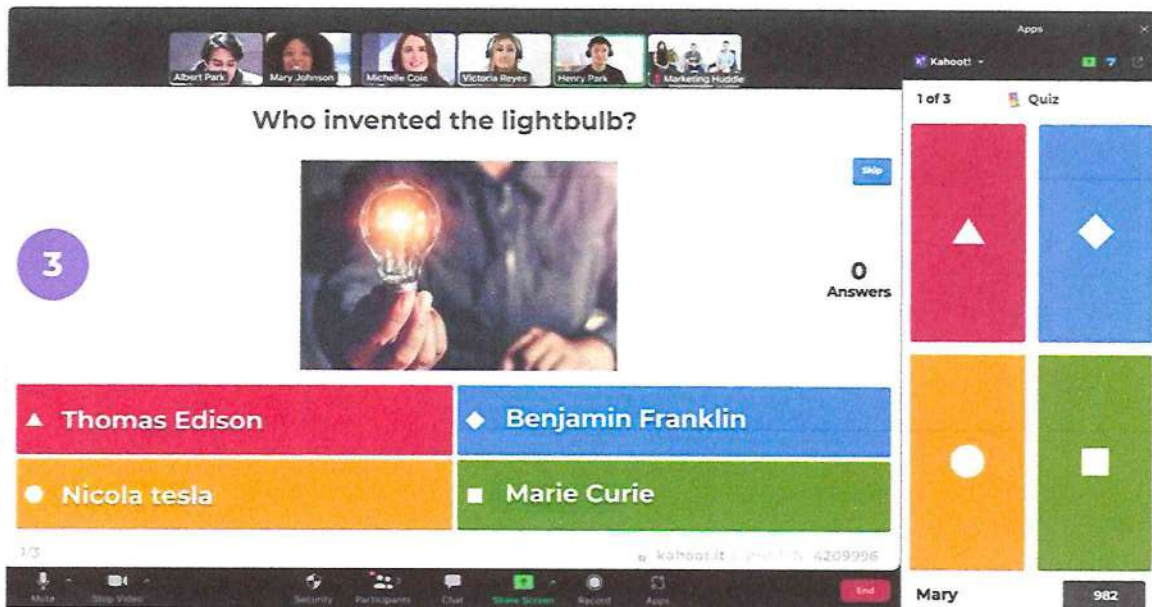
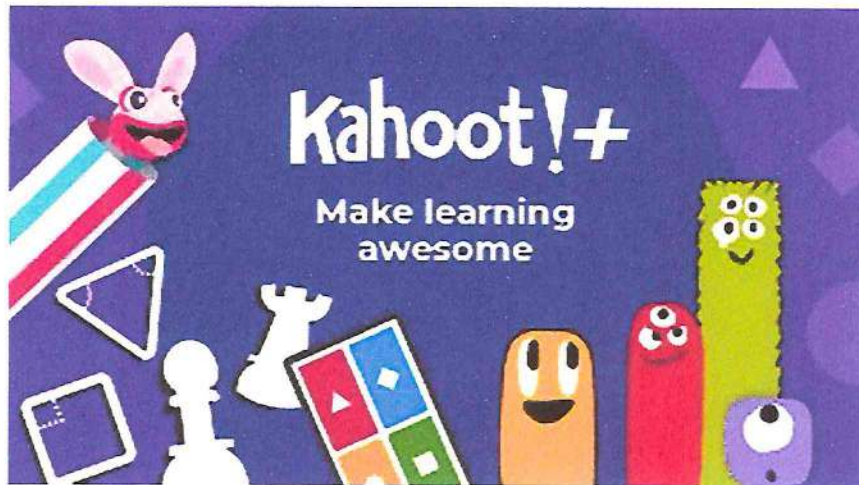
- Official Kahoot platform <https://kahoot.it/>
- Google <https://www.google.com/?hl=fr>



WEEK 1

Lesson one

How to use Kahoot to create your own quiz



- Explain using the data show what are the different steps to create your own quiz



Getting started with Kahoot!

How to play your first kahoot

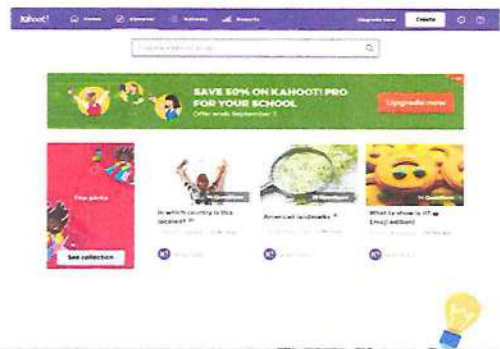
Kahoots are best played in a group setting, like a classroom or a conference room – or even with family at home.

Games are displayed on a shared screen – for example a smart TV, a laptop or an interactive whiteboard. You can also use screen sharing tools like Skype, Zoom, or Google Hangouts to include players from other locations.

Players join in using their own device – whether that's a smartphone, tablet, laptop, or desktop doesn't matter, as long as they have a browser and good internet connection.

Step 1: Find a game to play

There are millions of public kahoots available on the platform. Search for a game on a relevant topic, or choose a kahoot from the Discover page. For example, try one of the featured games in our themed collections.



How to play your first kahoot

Step 2: Launch the game so players can join

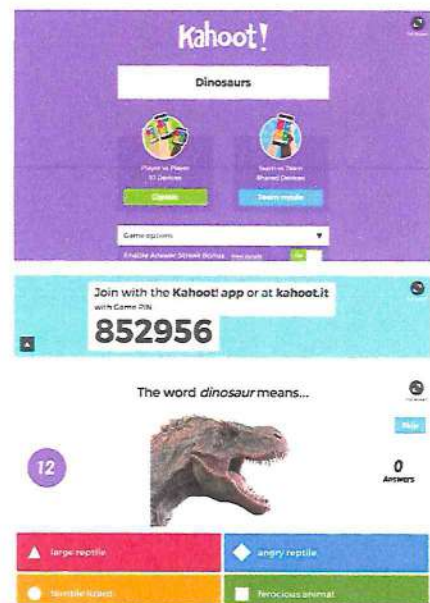
Change the game settings if you like (for example, randomize the order of questions, etc) and click on **Classic** or **Team mode** to start letting players join your game.

A unique Game PIN will be displayed at the top of the screen. Players enter this PIN to join the game in the [Kahoot! app](#) for iOS and Android. Alternatively, if they can't install the app on their device, they can join by going to [kahoot.it](#) in their browser.

Step 3: Play the kahoot

Click **Start** once you can see all the players' nicknames in the "lobby" or waiting screen. During gameplay you can use the space bar or your mouse to go to the next question.

At the end of the game, click **Get Results**, and then **View Reports** or **Save Results** to view and download a game report, or play this kahoot again.





How to make your first kahoot

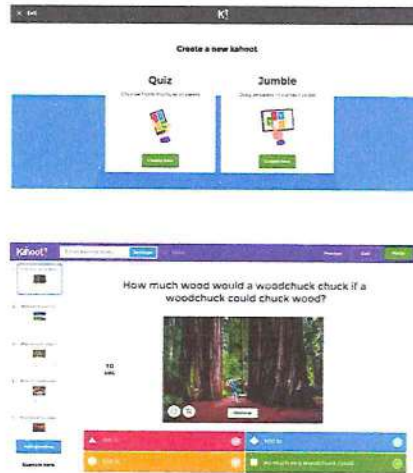
Creating your very first kahoot is lots of fun. Once you've done your research and established your learning objectives, you can jump right in!

Step 1: Log in and click Create

Log in at kahoot.com, click **Create** in the top right corner of the screen and choose **Quiz**. It only takes minutes to create a kahoot!

Step 2: Add questions, answers, and imagery

Follow the instructions on screen to add questions, answers, images, and video. You can add multiple-choice quiz questions, true/false, survey questions, and, if you have a paid subscription, you can also add slides and polls. Toggle the timer for each question and don't forget to add images!



Getting started with Kahoot!

How to make your first kahoot

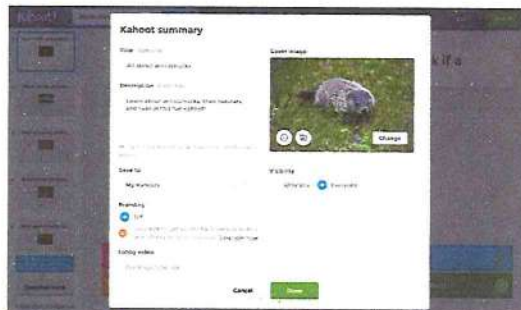
Step 3: Add a title, description, and cover image

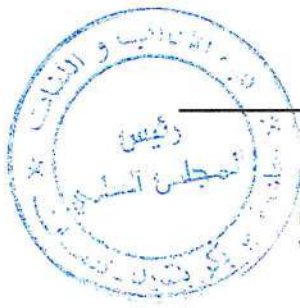
Enter a title and description in the kahoot summary to summarize it and help other users find it easily. A great cover image will ensure your kahoot stands out and attracts more players.



Top tip!

Instead of typing questions from scratch, you can add them from our question bank! It'll help you create kahoots 3x as fast.





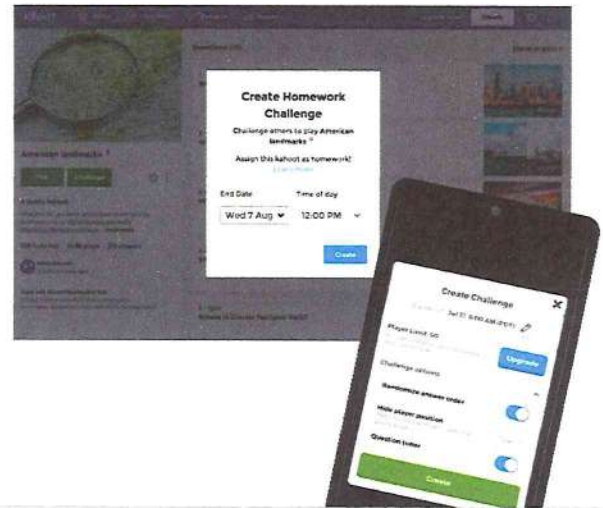
How to assign a kahoot as homework

In addition to playing live in a group setting, you can also assign kahoots as homework with the challenge feature.

Save time on correcting assignments and make homework really engaging for students. They play homework challenges after class in our [mobile app](#), and you get a neat report with the results.

On your computer, open a kahoot and hit the **Challenge** button. Select when you want the challenge to end, copy the link or the game PIN and share it with your students. For example, via LMS, email, etc. It's possible to challenge players from the mobile app, too: log in to your account, open a kahoot you like, tap **Play** and **Challenge friends**.

You can also challenge your friends and family with a cool quiz for fun!



Say hello!

Get in touch anytime - whether you need a hand, have stories or resources to share, want to chat about an event, or just say hello.

Support & FAQ

[Help and support center](#)

Tweet [@KahootSupport](#)

[Facebook community \(get help from other Kahoot'ers\)](#)

Ready for more?

Maximize your learning impact and master advanced features by getting Kahoot! Certified! Our free, online program can be taken at your own pace. You'll score awesome diplomas, badges and could even claim professional learning credits.

Get certified at kahoot.com/certified



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hello@kahoot.com



WEEK 2

Home assignment

- At the end of the session, two teams must create two quizzes on two different areas for the next session and they play them inside the classroom to create interaction and an environment of learning. The team winner is awarded.

Unit Four: TED TALKS



Description of the Course

This unit is designed for students to teach how to think critically about new or difficult information. Listening to experts or simply people that can help you grow a leader by providing you with advice about how to lead others and yourself with confidence. Ted Talks stand for: Technology, Entertainment and Design; it is a non-profit devoted to spreading ideas, usually in the form of short and powerful talks. Time allocated to this unit is two weeks.

Relevance of the Course

- To inform and educate students in an accessible way
- To learn how to use technology, and making videos
- To promote innovation and creativity
- To generate classroom discussion
- To learn and to reflect on what they are learning

Learning Outcomes

Upon completion of the course, students must have:

- Listening to native speakers
- Writing thoughts and ideas
- Improve pronunciation and way of speaking
- Motivation problem solving and creativity
- Enrich vocabulary in several domains
- Enhancing General knowledge
- Leadership and self-confidence

Materials

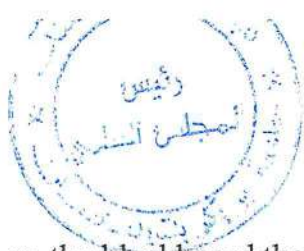
- Videos
- Online Apps

References

- YouTube videos <https://www.youtube.com/?gl=DZ&hl=fr>
- Video maker Apps
https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwiJwtfEmen9AhVYkNUKHahBBOIYABAAGgJ3cw&ohost=www.google.com&cid=CAASJeRo_fl2MMzoAGPrvQ8GF6g7ZAVTluOZe0pF5zINV0DwjoW0Ivc&sig=AOD64_2ncPMpsqd-KFvpzam_YxzSoCirHw&q&adurl&ved=2ahUKEwiImtLEmen9AhXXOaOEHesUCo4Q0Qx6BAgKEAE

WEEK 1

Icebreaker



- Write on the blackboard the word 'TALK' and ask your students to define it using different key words
- Ask your students, what makes a difference between a good and a bad talk?

Lesson 1

- What is a 'TED TALK'?
- How to write it?



- Students listen to a video about 'The secret structure of a great talk'
https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks?referer=playlist-how_to_make_a_great_presentation
Nancy Duarte- That Resonates with Me! Why are some presentations spellbinding and some not? Well, this is the question Nancy Duarte takes on as she shares with the audience the secret of an excellent presentation. In this fascinating talk Nancy Duarte explains the model that she developed for designing transformative presentations. She explains the essential qualities of an excellent presentation by analyzing the speeches of Martin Luther King and Steve Jobs. She reminds us that the only way to spread important ideas is to make sure that one is communicating his or her ideas effectively using strong presentation skills.
- Ask them to depict the different key sentences in the recording

Lesson 2

- What are the steps to write a 'Ted Talk'?
 - Seven steps to write your talk by Taylora Payne
1. Choose a topic you care about.
 2. Craft your message around that topic, and keep it clear and concise.
 3. Define a key takeaway for the audience.
 4. Draft your TED talk as a story.
 5. Tailor your visual aids to your audience, your story, and your brand.
 6. Practice, practice, practice.
 7. Remember it's ok to show your flaws



HOW TO WRITE A

TED TALK

IN 7 EASY STEPS

The TED Organization was founded in 1984 by architect and designer Richard Saul Wurman and his colleague, broadcast designer Harry Marks. Each TED presentation focuses on technology, entertainment, and/or design (hence TED).

- 1 CHOOSE A TOPIC YOU CARE ABOUT.**
The more passionate you are about your message, the easier it will be to write your TED talk and the more comfortable you'll be on the day you present it.
- 2 CRAFT YOUR MESSAGE AROUND THAT TOPIC, AND KEEP IT CLEAR AND CONCISE.**
On average, TED talks run about 20 minutes, so it's important to keep things brief. Remember the three C's: clear, concise, and captivating.
- 3 DEFINE A KEY TAKEAWAY FOR THE AUDIENCE.**
Just like the chorus in a song, your primary message should be memorable and your audience should be able to mentally play it back when your presentation is over.
- 4 DRAFT YOUR TED TALK AS A STORY.**
In addition to including your own stories, your speech should have a clear beginning, middle, and end, just like a story.
- 5 TAILOR YOUR VISUAL AIDS TO YOUR AUDIENCE, YOUR STORY, AND YOUR BRAND.**
Make sure your branding colors, language, and style are consistent across your presentations and the wording in your speech. You're not just writing a speech - it's an experience for the audience, too.
- 6 PRACTICE, PRACTICE, PRACTICE.**
Practice makes perfect, plain and simple. The more you rehearse, the better prepared you'll be when the day of your TED talk comes.
- 7 REMEMBER IT'S OKAY TO SHOW YOUR FLAWS.**
Don't worry if you make a mistake or if you're nervous! You got into the speaking industry for a reason - trust your speaking skills and talent. ©



FOR MORE TIPS FOR SPEAKERS, VISIT OUR SITE!

Learn more at speakerflow.com/blog

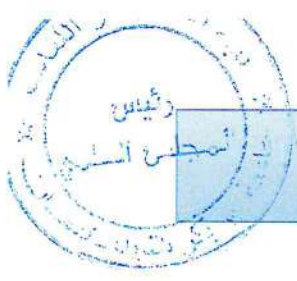
SPEAKER FLOW

WEEK 2

Ted Talk Project

- Students write and present their own 'Ted Talks' according to what they have learnt in the previous session using Filmora Application.





SEMESTER 2

Unit Five: *Film-in-Action*

Description of the Course

This unit is designed for students to develop creativity and imagination and to empower cultural awareness. The course is around a short film commissioned by the British department store John Lewis and directed by Some Such and the theme of Christmas. Students watch a short film, predict a story and talk about ways of showing people they are loved. Time allocated to this unit is two weeks.

Relevance of the Course

- To engage students with films inside and outside the classroom
- To learn how to use technology, and making videos
- To promote innovation, creativity and imagination
- To generate classroom discussion
- To learn and to reflect on the plot of each proposed movie

Learning Outcomes

Upon completion of the course, students must have:

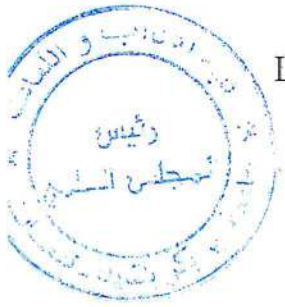
- Listening to native speakers
- Encourage language
- comprehension
- Improve pronunciation and way of speaking
- Enhance production and reflection
- Inspire as a filmgoer

Materials

- Short film Videos

References

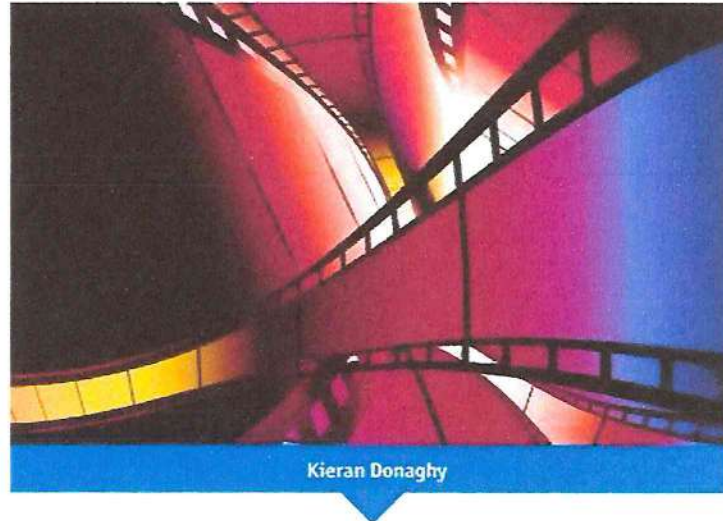
- Film in action <https://kierandonaghy.com/books/film-in-action/>



Lesson 1

Film in Action

Teaching language using moving images



Kieran Donaghy

DELTA TEACHER DEVELOPMENT SERIES



Step 1

- Write “The man on the moon” on the board and elicit or explain that it refers legends in many cultures in which an old man lives on the moon.





- Ask your students the following questions:
 - What does he look like?
 - How do you think this old man feels?
 - What does he do all day?

Step 2

- Tell your students they are going to watch a short film titled The Man on the Moon in which they see this old man and a young girl. As they watch the first part of the film they should compare their answers in the previous step with what they see in the film. Show the film until 00:55.
- Link: <https://vimeo.com/144856723>

Step 3

- Pair the students and get them to compare their answers. Elicit or explain the answers:
 - What does he look like? He's tall and thin, he's got white hair and wrinkled skin.
 - How do you think this old man feels? He seems to feel sad and lonely.
 - What does he do all day? He looks at the planet earth all day.

Step 4

- Ask your students what they think the little girl is going to do.
- Show the next part of the film until 01:34

Step 5

- Put your students into small groups and ask them to discuss what they think the little girl's present to the old man is.

Step 6

- Hold a plenary session to vote on the best present for the old man.
- Discuss the advantages of each gift.

Step 7

- Tell your students they are going to watch the rest of the film and see the present and how the old man uses it.
- Show the film until 01:54.

Step 8

- Put your students into small groups and ask them to discuss the following questions:
 - Do you think a telescope is a good present for the old man?
 - How does the film make you feel?
 - Does the film have a message?

Step 9



Now show the film until 01:56 when the caption “Show someone they’re loved this Christmas” appears.

Put them into pairs and ask them to come up with as many different ways they could show a member of their family, a friend or a stranger they’re loved this Christmas, but it cannot involve buying a present.

Step 10

- Hold a plenary session on different ways of showing people they’re loved.



Unit Six: Public Speaking

Description of the Course

This unit is designed for students to practice the art of public speaking, imitating their style and confidence. To organise their speech and structure their talk to feel more at ease in front of an audience. Public speaking also called oration, is the process of communicating information to a live audience. Time allocated to this unit is two weeks.

Relevance of the Course

- To improve students' ability to speak in public
- To select the main key sentences for any topic
- To organise a well-structured ppt presentation
- To generate classroom discussion

Learning Outcomes

Upon completion of the course, students must have:

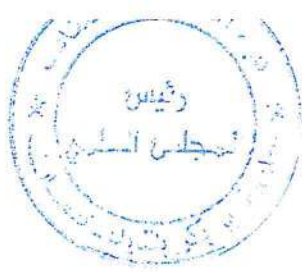
- Asking questions
- Offering information
- Improve pronunciation and way of speaking
- Fluent speaker and self confidence
- Enrich sophisticated vocabulary

Materials

- PowerPoint presentation
- Videos

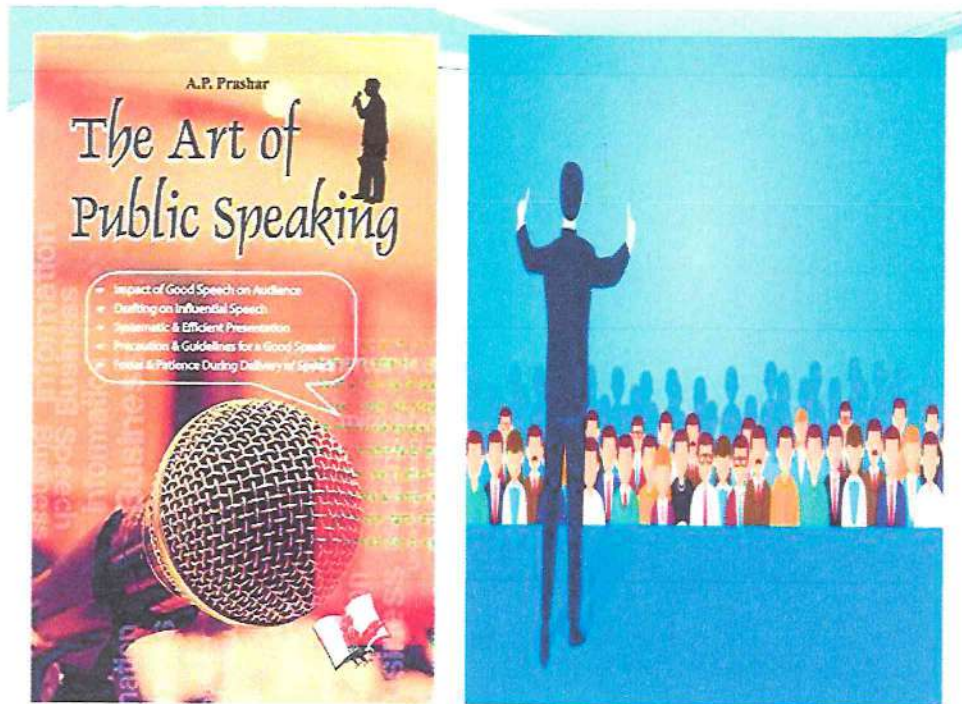
References

- YouTube videos <https://www.youtube.com/?gl=DZ&hl=fr>
- Toastmaster International <https://www.toastmasters.org/>



Lesson 1

- A PowerPoint presentation about how to get ready to speak in public. It offers different tips to become a good public speaker



A brief History of public speaking

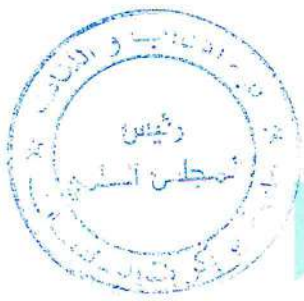
As You Can probably imagine , public speaking is hardly a new thing . It dates back to the ancient Greeks , who used public speaking as a political tool, in debates and assemblies



When we think about public speaking , the first thing that comes to mind is someone giving and inspirational or educational speech, TED-talk style ,but the definition isn't actually as narrow as that public speaking can take the form of giving

What is public speaking and why does it matter ?

Public speaking is the act of presenting an idea to the public , using your voice. The public can range from a very small group of people to a huge audience . For most people , a bigger audience equates to more fear , but some people are just as terrified as presenting to a small group.



work
presentation

pitching an
idea to an
investor

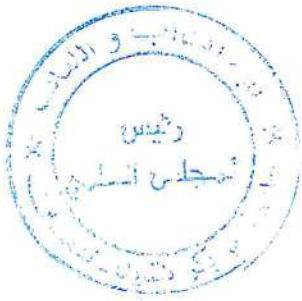
leading a
school
assembly

or even
taking part
in a job
interview

How do you master the art of public speaking?

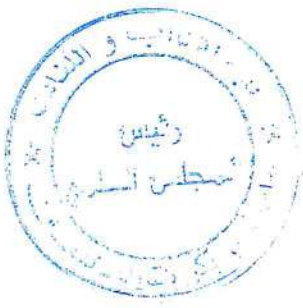
we all have the need to speak well in front of an audience at times during our lives. Whether you're speaking at your sister's wedding, addressing your team, teaching a course or speaking to a judge, we all want to do well so why leave things to chance?

Here are some tips that will help you mastering the art of public speaking:



Task 1

- *Students watch two videos about two winners in Toastmaster International. Then, teacher ask the following questions:*
 - What do you THINK about their oral performance?
 - What make them a particular public speaker?
 - What is the story behind this public speaking?
 - What are the main aspects, they focus on to attract the audience?



Toastmasters International

(Andrew Finn, GMU Toastmasters)

Competent Communicator Manual

Preview of the *Competent Communicator Manual*
(the Basic TI Manual – the First 10 Speeches)

- Every Toastmaster receives this manual with their “new member” packet.
- You chose the topic and content; Toastmasters helps you focus on various components of public speaking.

Standard Timing & Speaker Notification

Type of Event	GREEN Card	YELLOW Card	RED Card
Table Topics	1:00	1:30	2:00
Speech #1	4:00	5:00	6:00
Speech #2 - #9	5:00	6:00	7:00
Speech #10	8:00	9:00	10:00
Evaluation	2:00	2:30	3:00

Communication Speaking Objectives

Speech #1: The Ice Breaker

- To begin speaking before an audience.
- To help you understand what areas require particular emphasis in your speaking development
- To introduce yourself to your fellow club members.

Speech #3: Get To the Point

- To select a topic and determine its general and specific purposes
- To organize the speech in a manner that best achieves those purposes.
- To project sincerity and conviction and control any nervousness.

Speech #4: How To Say It

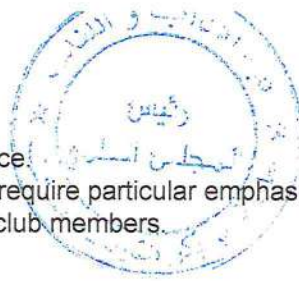
- To select the right words and sentence structure to communicate your ideas clearly, accurately and vividly, and to eliminate unnecessary jargon.
- To use rhetorical devices to enhance and emphasize ideas.

Speech #5: Your Body Speaks

- To learn the value of gestures and body movements as part of speech.
- To use body movements, facial expressions, and eye contact.

Speech #6: Vocal Variety

- To use voice volume, pitch, rate and quality to reflect and add meaning to your message.



Speech #1: The Ice Breaker

- To begin speaking before an audience.
- To help you understand what areas require particular emphasis in your speaking development.
- To introduce yourself to your fellow club members.

Speech #2: Organize Your Speech

- To organize your thoughts into a logical sequence that leads the audience to a clearly defined goal.
- To select an appropriate outline that allows listeners to understand your speech.
- To make your message clear with supporting material directly contributing to that message.

Speech #3: Get To the Point

- To select a topic and determine its general and specific purposes.
- To organize the speech in a manner that best achieves those purposes.
- To project sincerity and conviction and control any nervousness.

Speech #4: How To Say It

- To select the right words and sentence structure to communicate your ideas clearly, accurately and vividly, and to eliminate unnecessary jargon.
- To use rhetorical devices to enhance and emphasize ideas.

Speech #5: Your Body Speaks

- To learn the value of gestures and body movements as part of speech.
- To use body movements, facial expressions, and eye contact.

Speech #6: Vocal Variety

- To use voice volume, pitch, rate and quality to reflect and add meaning to your message.

Speech #7: Research Your Topic

- To collect information about your topic from numerous sources.
- To carefully support your points and opinions with specific facts, examples and illustrations gathered through research.

Speech #8: Get Comfortable With Visual Aids

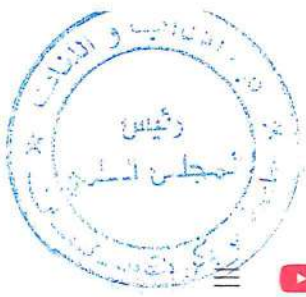
- To select visual aids that are appropriate for your message and the audience.
- To learn the value of props in speaking and use them effectively.

Speech #9: Persuade With Power

- To present a talk that persuades the audience to accept your proposal and viewpoint.
- To achieve this persuasive effect by appealing to the audience's self-interest, building a logical foundation for agreement, and arousing emotional commitment to your cause.

Speech #10: Inspire Your Audience

- To understand the mood and feelings of your audience on a particular occasion.
- To put those feelings into words and inspire the audience, using all the techniques learned so far.



toastmaster international second price 2018



"Turn Around" by Zifang "Sherrie" Su, 2018 World Championship of Public Speaking® 2nd Place Winner



Toastmasters Intern...
265 k abonnés

S'abonner

4,9 k



Partager



<https://www.youtube.com>



Rechercher



2015 World Champion: 'The Power of Words' Mohammed Qahtani, Toastmasters International



Confident Presenting
18,5 k abonnés

S'abonner

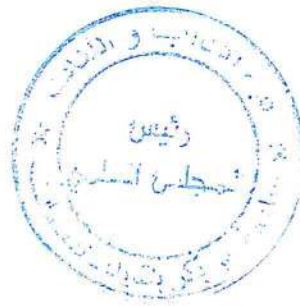
36 k



Partager



<https://www.youtube.com>



Unit Seven: *A Magazine Project*

Description of the Course

This unit is designed for students to practice the four skills in one unit. Students are supposed to collect ideas from different topics and to write a project as conference projection and to presented inside the classroom orally to be validated by the whole class; it is a team work to boost their creativity. Time allocated to this unit is two weeks.

Relevance of the Course

- To write a project
- To do a survey to collect ideas
- To organise a creative and innovative presentation
- To generate interactive content and exposed t a variety of topics

Learning Outcomes

Upon completion of the course, students must have:

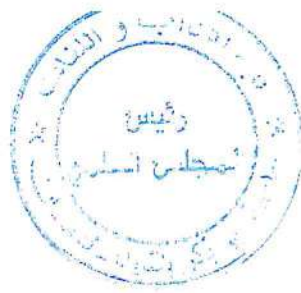
- Asking
- Reading
- Writing
- Speaking

Materials

- Website
- Videos

References

- Google <https://www.google.com/?hl=fr>
- Interactive School Magazine <https://www.flipbuilder.com/guide/how-to-make-a-school-magazine.html>



Lesson 1

- How to make an interactive school magazine

The school magazine can be educated or entertaining. With Flip PDF, your educated magazine can be more interactive while the entertaining magazine can be funnier. Let's see the process of making a school magazine with Flip PDF.

Step 1: Prepare all the content in a PDF document.

First of all, arrange your topics of school magazine with texts and images. And then save the content as PDF document.

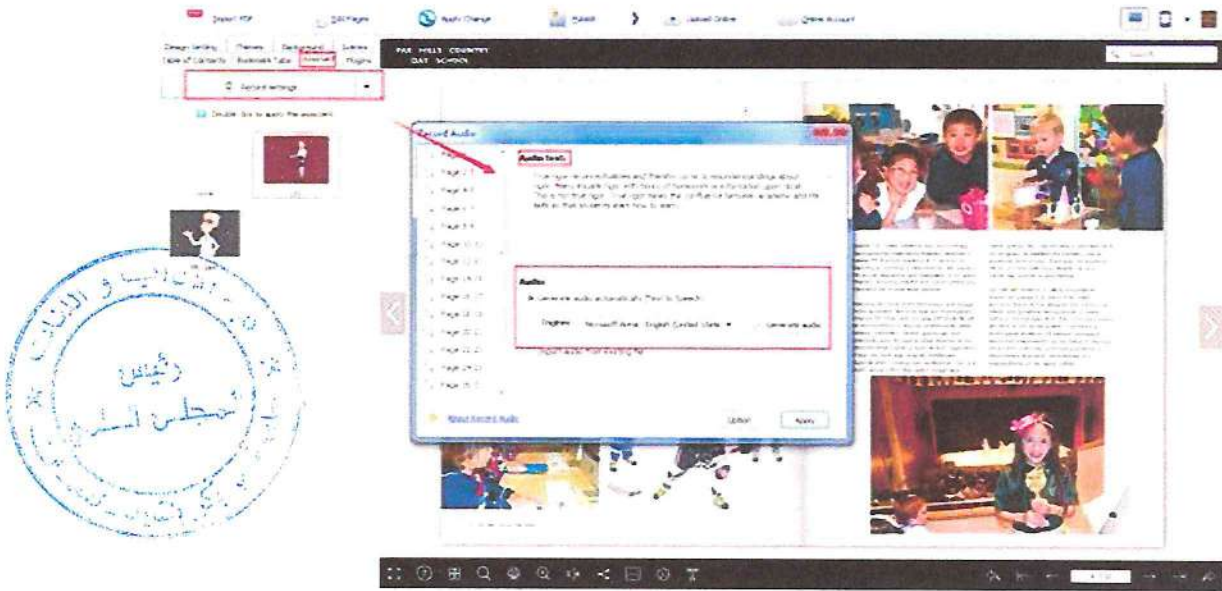
Step 2: Import into Flip PDF and design the cover.

When the content is in Flip PDF, you need to design the cover again. To make it more popular, you add your own background, theme and symbol. Just let your imagination run wild. You can also design the hard cover for the flipping magazine.



Step 3: Make the content funnier

If needed, you can add an audio assistant to read all the texts for your readers. Besides, in the page editor, you can add images, videos and flash to make the content funnier.



Step 4: Publish online or print it.

You can publish a mobile friendly school magazine online via FTP or directly upload into FlipBuilder cloud platform. Also, you can print the pages for distribution.



Step 5: Social share

Just click the share icon on the navigation bar, you can share the creative school magazine with classmates, teachers and friends.

Lesson 2

- Students are asked to choose a Topic and Write a Draft



3

HEALTH 



35

TECHNOLOGY 

67

GOVERNMENT 



115

EDUCATION 



137

SPORTS



REFERENCES

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- IELTS for Speaking 5_Collins_Speaking_for_IELTS_Book.pdf
- IELTS for Listening 7_Collins_Listening_for_IELTS_Book.pdf
- YouTube Videos on IELTS practice
https://www.youtube.com/results?search_query=ross+ielts+academy
- Band 3.5 – IELTS Speaking test sample – Part 3 (Harry)
- <https://www.youtube.com/watch?v=3th2flaDQQ4>
- IELTS Speaking Part 3 Parties (Band 4.5)
- https://www.youtube.com/watch?v=Hxw_9k4WuDQ
- IELTS Speaking Example Arabic Learner Score 7.5
- <https://www.youtube.com/watch?v=HQSfLNnzpRk>
- IELTS Speaking Interview - Practice for a Score 7
- <https://www.youtube.com/watch?v=a-v32egDkCM>
- IELTS Speaking test sample - Part 2 (Tina Band 5)
- <https://www.youtube.com/watch?v=m0UGhSufSJk>
- The Art of Debating
<https://artofdebating.com/>
- Debating skills
<https://www.youtube.com/watch?v=1TSkkxu8on0>
- Debating skills - Debate Style: It's all about how you say it
<https://www.youtube.com/watch?v=F84Y0jQwG0w>
- How to debate in English: Vocabulary and Phrases
https://www.youtube.com/watch?v=-VVFwNo_29I
- Official Kahoot platform
<https://kahoot.it/>
- Google
<https://www.google.com/?hl=fr>
- YouTube videos
<https://www.youtube.com/?gl=DZ&hl=fr>
- Video maker Apps
https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwiJwtfEmen9Ah_VYkNUKHahBBQIYABAAGgJ3cw&ohost=www.google.com&cid=CAASJeRo_f1



[2MMzoAGPrvO8GF6g7ZAVTluOZe0pF5zINV0DwjoW0Ivc&sig=AOD642ncPM](https://www.ncert.nic.in/2MMzoAGPrvO8GF6g7ZAVTluOZe0pF5zINV0DwjoW0Ivc&sig=AOD642ncPM)

[psqd-](#)

[KFvpzam_YxzSoCirHw&q&adurl&ved=2ahUKEwiImtLEmen9AhXXQaQEhesUC_o4Q0Qx6BAgKEAE">KFvpzam_YxzSoCirHw&q&adurl&ved=2ahUKEwiImtLEmen9AhXXQaQEhesUC_o4Q0Qx6BAgKEAE](#)

- Film in action

<https://kierandonaghy.com/books/film-in-action/>

- YouTube videos

<https://www.youtube.com/?gl=DZ&hl=fr>

- Toastmaster International

<https://www.toastmasters.org/>

- Google

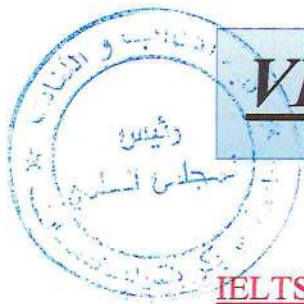
<https://www.google.com/?hl=fr>

- Interactive School Magazine

<https://www.flipbuilder.com/guide/how-to-make-a-school-magazine.html>

- Toastmaster first 10 speeches

https://aphasiaacc.memberclicks.net/assets/toastmasters_first_10_speeches%20%281%29.pdf



VIDEO & AUDIO TRANSCRIPTIONS

IELTS VIDEOS

<https://www.youtube.com/watch?v=3th2flaDQQ4>

Introduction

0:00

we've been talking about a hobby that

0:01

you enjoy and I'd like to discuss with

0:03

you one or two more general questions

0:06

related to this let's consider first of

0:09

all the social benefits of hobbies when

How can a hobby help a person's social life?

0:13

a person has a hobby how can that help

0:16

their social life hmm

0:19

and then depending on what kind of how

0:24

people want to do mmm

0:28

some summer base such at and play

0:32

football on the exercise is good for 4

0:36

people have some Kyosho fitness how page

0:41

lie on drinking getting is no good for

0:45

society society and for people him what

Can hobbies help a person in their personal life?

0:49

about hobbies can they help a person's

0:53

personal life making friends spending

0:56

time with other people hmm hope it

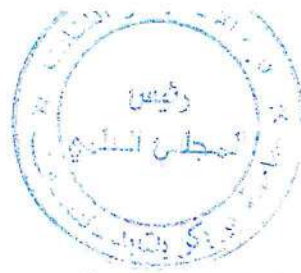
1:01

people a people has a hobby that has

1:06

more ability to miss miss others sound

1:12



so I am head free for the headsman free

1:19

time for chat chatting with other people

1:23

what about spending too much time on a

Do you think there can be negative effects from spending too much time on a hobby?

1:26

hobby do you think that there can be

1:28

negative effects from spending too much

1:30

time on a hobby I think people should

1:34

not nurse spend too much time on the

1:38

hobby because beside the Correia

1:42

thay has made they have the heads and

1:48

their whoop their wood and own nest

1:51

studying they had to do so you mentioned

1:55

work and study are there any other parts

1:58

of a person's life where it could be

2:01

negative to spend too much time on a

2:04

hobby mm sorry it could you repeat you

2:08

mentioned work and study

2:11

as areas where a negative effects can

2:14

happen are there other parts of your

2:16

life where it can be negative

2:19

mmm sorry I had not understand you

2:25

listen well let me ask you why do you

Why do you think people feel like they want to have a hobby?

2:29

think people feel they want to have a

2:31

hobby why well why do people need to

2:36

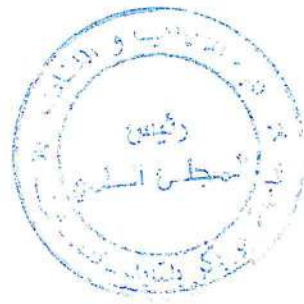
have a hobby mmm I think we both had had

2:43

a hobby because they'd sooner Palin the

2:49

working time and the lasting time is is



2:53
good for them for them hell it had a pet
2:59
people blessing after a hard work but I
3:03
working day let's talk about leisure
3:06
time now so in Vietnam how much time do
How much time do people spend on work and how much free time do they have in your
country?
3:10
people spend on work and how much free
3:13
time do they have in Vietnam b-bomb what
3:18
fighting on on restless and diced and
3:24
maybe dice then they hope be on weekend
3:30
and what about in the past in the past
3:34
did people work five days a week only so
3:37
I'm not so about it I mean maybe I'm sit
3:43
there in one suite maybe six days a week
3:47
well what about in the future in Vietnam
In the future, do you think will people will have more or less free time in your country?
3:50
do you think people will have more or
3:52
less free time in the future I think in
3:56
the future the economy among emo develop
4:01
some people get more than salary said I
4:06
am more operated too
4:09
- cheerful thank you very much that's
4:15
the end of the speaking test thank you



https://www.youtube.com/watch?v=Hxw_9k4WuDQ

0:03
party you've ever been to and I'd like
0:05
to discuss with you one or two more
0:07
general questions related to this so
0:10
let's consider first of all family
0:12
parties in your country how do families
0:16
celebrate birthdays in your country
0:21
I think it's dependent on the families
0:26
the sister my families is something
0:28
lights out you go to the list along and
0:31
have a good time to get us something
0:35
lies on and after that we have the big
0:40
you know kick and the candles does a to
0:46
indicate how old are you so just only
0:50
that so it is does your family do you
0:53
think it's the same for other families
0:54
to at least cry symbolize because it's
0:56
in Thailand when you have the parties
0:59
the main thing is you have to eat and
1:03
first thing in the list alarm or in the
1:06
house this is the the first thing you
1:09
have to do the second things you have to
1:11
have the cake that's to indicate this is
1:14

a birthday do you think that that family
1:17
celebrations have changed during your
1:20
lifetime it is quite similar because
1:24
after you know I leave members when I
1:27
was really young until now is is the
1:31
same and is it similar with other
1:34
families so I think it's not chained so
1:37
in this case in Thailand the traditions
1:40
are continuing they're not changing
1:41
they're not chained it mmm interesting
1:43
all right let's think about other
1:45
parties now and let's think about family
1:49
parties and informal part is the kind of
1:51
parties maybe now in the office or in
1:54
the university something like that what
1:57
do you think of the differences between
1:58
family parties and more formal
2:01
parties it is different in the costume
2:04
are the course that they wear because in
2:09
you know in the families we can wear you
2:12
know normal course something like this
2:13
that is that outside course can you can
2:17
wear jeans you can wear every cause you
2:20
want but you when you in the something
2:24
like for most party is something like
2:28
work parties you have to wear suit it's
2:31
quite important to make you know





2:33
something lights have formal so much
2:36
truth for that and but in the something
2:39
Liza is a party in the university so you
2:43
should have the long days beautiful
2:47
dress and you have to make your first
2:50
very really good question and it's look
2:54
really nice really really close to an
2:57
active do you think these kinds of
2:59
social events these kinds of parties do
3:02
you think they're important in the life
3:04
of the school or the life of the
3:05
university the life of the office do you
3:08
think it's important for us to have them
3:10
yes is that it's a part of socio so why
3:15
is it important it's important because
3:17
you can you know in the party is a good
3:20
time to communicate with the person that
3:23
maybe you haven't known or you have
3:26
known them but maybe it's a good time to
3:29
share your idea to share what you think
3:32
and it's a good time to entertain
3:35
yourselves to have you know something
3:39
Liza to have a good drink good food and
3:43
good friend so it's um so it's not not
3:47
just you not just not just entertain in
3:50
my idea something like some some parties
3:54



I can share you know something Liza my
3:58
opinion in wins
4:00
wait I want something so I example so
4:03
its life easier in the office for
4:05
example yes and another thing is
4:08
something Liza I have projects
4:12
and I cannot do not do do that project
4:15
very Wales so I can share with something
4:18
like my friends who work in the dunno
4:21
like love feels or my friend who works
4:24
in the Bissonnette field and might make
4:27
out educates and so so you so how's the
4:29
community yes no Ill can share with you
4:32
smiling in the party thank you very much
4:34
that's the end of the speaking test
4:36
thank you

<https://www.youtube.com/watch?v=HQSfLNzpzRk>

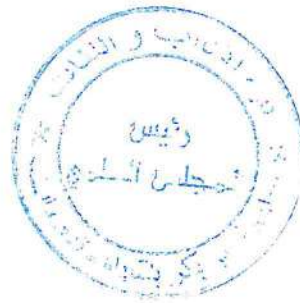
0:04
hi and welcome to G alt help calm IELTS
0:10
test preparation videos this speaking
0:13
interview and the materials that you are
0:15
about to see are taken from triple w/g
0:19
IELTS help calm for lots more help with
0:22
the general outs exam and many more
0:25
lesson videos please visit us there and
0:28



join our full course in this lesson
0:31
you're about to see a native Arabic
0:34
speaker sit the IELTS speaking interview
0:37
in this interview he would likely score
0:41
about a 7.5 after the interview I will
0:45
explain why his score would be about a
0:48
7.5 I will discuss the good points and
0:52
the bad points what he did well and what
0:54
he could improve first let's watch the
0:57
interview yes come on in look how good
1:12
afternoon please have a seat
1:16
thank you my name is Adrian may I have
1:22
your name please my name is Mohammad
1:24
okay hi Mahmoud and so this is the
1:28
speaking section of the IELTS exam the
1:31
interview will take about 12 to 15
1:33
minutes okay I will ask you some
1:37
questions there will be three parts I'll
1:39
give you instructions for each part and
1:43
I'm going to record this for marking
1:45
purposes is that okay yes all right okay
1:50
so I'm on may I see your passport please
1:54
thank you okay
2:07
all right here's your passport back and
2:14
now we will begin with part 1 I'm going
2:18
to ask you some questions on a general
2:21
topic are you ready to begin

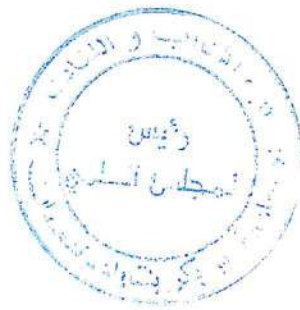


2:22
VF ooh okay so mama let's talk about
2:26
your family do you have sisters and
2:29
brothers if so how many yes I come from
2:34
a big family I have six brothers and
2:37
four sisters and I am the second
2:41
youngest in the family all right what
2:45
was it like growing up in your family I
2:48
had a lot of fun growing up having many
2:52
siblings means always having someone
2:54
around to play with and so as a child I
3:00
was almost never bored okay for your
3:05
parents and grandparents from the same
3:07
country as you if not where are they
3:09
from just like me
3:12
my grandparents were also born in Saudi
3:14
Arabia my mother was also born there
3:17
however my father was born in the United
3:21
States during a time in which his father
3:24
was studying in a university there why
3:29
do you think family is important my
3:33
family sorry my family is my foundation
3:38
life has lots of ups and downs but
3:42
family is the one part that remains
3:44
constant no matter what okay
3:48
it's family life important in your
3:51
country I think family life is important
3:55



in every country so yes it is important
3:58
in Saudi Arabia we are taught to respect
4:01
and honor the people older than us and
4:05
to teach and encourage those younger
4:07
than us okay that's the end of part one
4:12
now we will move to
4:14
- for part two I'm going to give you a
4:18
card the card will have some questions
4:21
on it about a specific topic okay you're
4:23
going to have one minute to prepare your
4:26
answer there's no paper in front of you
4:29
and here's a pen you can take some notes
4:32
if you'd like in the one minute after
4:34
your one-minute preparation is over I
4:36
will give you 90 seconds to speak I'll
4:38
tell you when to start and when to stop
4:40
okay so here's the card please keep it
4:45
facedown are you ready to begin
4:49
yes ma'am okay so your one-minute begins
4:52
now go ahead turn over the card and
4:55
prepare
5:05
you
5:16
okay Mohammed so your one-minute
5:19
preparation time is up please begin
5:21
speaking one government worker that I
5:26
truly respect is Nelson Mandela he was
5:30
the president of South Africa for a

5:33
number of years but his influence on
5:35
South African and the world politics is
5:38
so much greater than that he when one
5:45
great accomplishment of Mandela was
5:48
bringing together two races in a country
5:51
which had until then been totally
5:54
separate achieving this unity took a lot
6:00
of intelligence determination and years
6:03
of hard work Nelson Mandela was jailed
6:07
for many years for protesting against
6:10
the government so he was he was jailed
6:17
for protesting against his government
6:20
but eventually his he won his release
6:23
and then after that the presidency of
6:27
South Africa he made South Africa a
6:35
better country so I think there is a lot
6:38
to be learned from a man like Mandela
6:41
first the importance of determination
6:45
and second and second the value of
6:52
standing up for what one believes them
6:54
and third I believe Mandela taught the
6:58
world that anything is possible from
7:02
standing up for what he believed in to
7:05
be in jail to being freed and then
7:08
leading a country to prosperity so a man
7:12
like Mandela is truly or a man like that
7:16



a man like Mandela truly the
7:22
serves everyone's respect okay very good
7:26
and the time is up so we will now go to
7:30
part three and I'm going to ask you some
7:33
questions related to this topic are you
7:38
ready to begin part three
7:40
yes Sam let's talk about government
7:43
workers and respect
7:46
do you believe government workers are as
7:49
respected today as they were in the past
7:52
if not what has changed to make them
7:55
less respected that's an interesting
7:59
question
8:00
are you asking if today's society
8:03
respects politicians as previous
8:06
generations did yes okay well I think
8:12
politicians are under increased pressure
8:16
now due to the Internet and social media
8:22
we know more about their lives we know
8:25
more about the bad things they might
8:27
have done so I think this could lead to
8:30
decrease respect levels okay why do you
8:36
think it is important for government
8:38
workers to have the respect of society I
8:46
think it's important because it ensures
8:49
that the government and society runs
8:53
smoothly if government workers such as





8:57
politicians are not respected then the
9:00
laws and the government might not be
9:03
respected okay government workers can
9:08
earn the respect of people in many
9:11
different ways what are two ways in
9:14
which a government worker can earn
9:15
respect yes I think the different ways
9:20
to end to earn respect
9:22
one is by being honest with the public
9:26
second is by keeping election prosper
9:29
the election promises if a government
9:32
worker is dishonest or breaks the breaks
9:37
election promises then it's hard to gain
9:40
the public respect all right
9:44
I'm going to ask you a few more
9:46
questions for part three let's talk
9:50
about being a government worker would
9:54
you consider becoming a government
9:56
worker what factors contribute to your
9:58
feeling that is an interesting question
10:01
come in please have a moment to think
10:03
about it sure I think being a government
10:10
worker is very difficult however it can
10:14
also be very rewarding so if I have
10:18
direct education and they have spent
10:21
some time in the workforce then yes I
10:23

would consider becoming a government
10:25
worker all right what do you think is
10:29
the hardest part of being a government
10:31
worker why do you think people choose to
10:34
work for the government despite all the
10:36
difficulty the job entails
10:37
I think people choose to work in the
10:42
government out of a sense of duty to
10:46
their city or country no matter how
10:50
difficult it is and the hardest part of
10:53
the most difficult part about working in
10:56
the government I think would be being
10:59
constantly in the public eye
11:03
alright that's the end of part three and
11:07
that concludes the speaking section of
11:10
the arts exam you will get your mark
11:12
with the other sections with the
11:14
official paper in about two to three
11:16
weeks do you have any questions for me
11:18
no I look ok then thank you very much
11:21
Mahmoud and I hope you have a great rest
11:23
of your day yep thank you okay
11:26
sooo alright before we discuss the
11:37
specifics of the entry interview and
11:40
what was done well and what could be
11:42
improved let's quickly review the three
11:45
important elements that the IELTS





11:47
examiner's are looking for in order to
11:50
give high scores all right again
11:53
remember from previous lessons that the
11:55
first and most important aspect of the
11:59
speaking interview is coherence to see
12:03
the rest of this speaking interview and
12:04
lesson and for lots more help with the
12:07
general IELTS exam please visit us at
12:10
triple w/g IELTS help calm and join our
12:15
full course

[IELTS Speaking Interview - Practice for a Score 7 - YouTube](#)

Introduction
0:00
[Music]
0:04
hi and welcome to a E helps IELTS test
0:08
preparation videos the video that you
0:11
will see and the materials are coming
0:13
from triple w dot AE help calm for lots
0:18
more help with the academic IELTS and to
0:21
get a high score please visit us there
0:23
and join the full course okay so in this
0:27
lesson you're about to see an IELTS
0:30
speaking interview with a native Chinese
0:32
speaker you will see all parts part one
0:36
some questions on a general topic in
0:39
this case leisure time then part two a

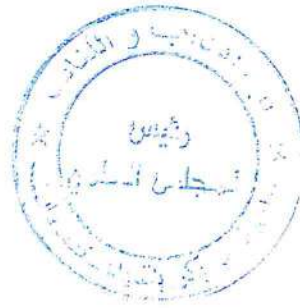


0:43
cue card on a specific topic and finally
0:46
part three questions related to part two
0:50
after the interview I will discuss what
0:53
parts this student did well and which
0:55
parts she needs to improve her score
0:58
would be about a seven to a 7 point 5
1:01
first let's watch the interview my name
Speaking Part 1
1:21
is Adrian nice to meet you what's your
1:24
name my name is Gina nice to meet you
1:27
Gina I will be your examiner for this
1:30
part of the IELTS exam the speaking
1:33
section will take about 12 to 15 minutes
1:35
ok there are three parts I'll give you
1:38
instructions for each part before we
1:42
begin I'm going to record this for
1:44
marking purposes is that ok yeah alright
1:47
so first we may see your passport please
1:54
thank you
2:01
okay
2:02
that's great here's your passport back
2:07
alright so for part one I'm going to ask
2:11
you some questions on a general topic
2:13
are you ready to begin
2:14
yes okay then let's talk about leisure
2:17
time what do you like to do with your
2:20
free time um I like spending my time on

2:24
in tonight I use all of social media and
2:27
I play games from time to time all right
2:31
do you prefer spending your free time
2:34
alone or with friends
2:37
I prefer spend my time alone but I was
2:43
so enjoying spending time with my
2:45
friends but it depends on what moves I
2:50
mean I love my friends and I enjoy
2:53
spending time with them however
2:56
sometimes I just like to sit alone at
2:58
home on phone or on computer which
3:04
statement do you agree with I live to
3:07
work or I work to live hmm that's a
3:12
tough question I think I prefer great
3:16
the second one I believe that work is
3:20
simply it means to enjoying your life if
3:23
people spend too much time on working
3:26
there will miss the original taste of
3:31
life why do you think free time is
3:36
important I think leisure time is very
3:42
important because free time allows
3:45
people recharge after work or study
3:51
everyone needs their own time to do what
3:54
they want what or what else life is
4:01
how much free time do people have in
4:05
your country I come from China a person
4:10

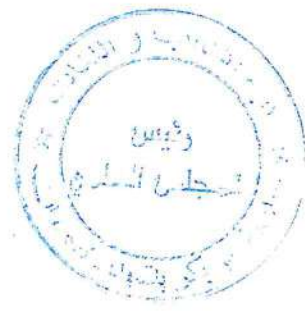


how much leisure time a person has it
4:13
depends on their situation in the
4:16
society
4:18
I'm from the middle-class family we are
4:22
lucky - we're lucky because we have
4:25
enough leisure time after work or study
4:30
however some people may not ok that's
Speaking Part 2
4:35
the end of part 1 now shortly we will
4:39
begin part 2 for part 2 I'm going to
4:43
give you a card with some questions on
4:44
it you will have 60 seconds to prepare
4:48
your answer and you have note paper in
4:52
front of you and I'm going to give you a
4:54
pen I'll tell you when your preparation
4:58
time begins and ends after the 60
5:01
seconds you will have 90 seconds to
5:04
answer the questions and to speak and
5:06
again I'll tell you when to start and
5:08
stop so here's the card are you ready to
5:12
begin
5:12
yes okay so your 60 second and the
5:15
preparation time begins now go ahead and
5:17
turn over the card
5:27
you
5:35
all right Gina so your 60-second
5:38
preparation time is up please begin
5:41



speaking okay I have not had been many
5:46
experience of art but there was one time
5:50
it was the school field trip we went to
5:54
a local art gallery there was an exhibit
5:57
about painter Vincent van Gogh and there
6:02
was a painting work really struck me the
6:05
usage of color is really cool from his
6:08
work
6:09
I think this painter's life is very
6:12
interesting before I seen a war after I
6:16
see their work at Plymouth and be able
6:20
to gain insight into the painters
6:24
day-to-day existence and it can be tell
6:28
that this painters life might be very
6:30
difficult before that day I just thought
6:35
art is just a work on the paper or
6:39
finish the stew or anything but after
6:43
that day I believe that art is create a
6:46
person and that person put his emotion
6:49
and his life into it just like Vincent
6:54
van Gogh he put his emotion into the
6:57
work and after he does for hundred years
7:02
people still remember him and his
7:05
emotion also affect people alright
7:09
excellent so you're 90 seconds as I may
7:13
I have the card back please thank you
7:17
now I'm going to begin with part three





7:20
it's the final part I'm going to ask you
7:23
some more questions on a couple of
7:25
topics that are related to part two are
7:28
you ready to begin
7:30
all right then let's talk about art and
7:33
value to see the rest of this lesson and
7:36
for lots more help with the academic
7:40
IELTS exam as well as more materials and
7:42
a good chance to get a high score on
7:45
your next exam please visit us at triple
7:49
WWE help calm and join our full course
8:02
[Music]

[IELTS Speaking test sample - Part 2 \(Tina. Band 5\) - YouTube](#)

0:05
Tina, now I'm going to give you a topic
0:07
and I'd like you to talk about it for one to two minutes.
0:11
Before you talk you will have one minute to think about what you're going to say.
0:16
You can make some notes if you wish.
0:17
Do you understand? Yeah.
0:20
Here's some paper and pencil for making notes.
0:23
And here's your topic.
0:27
I'd like you to describe an interest or hobby that you enjoy.
0:35
All right, Tina.
0:37
Remember you have one to two minutes for this, so don't worry if I stop you.
0:41
I'll tell you when the time is up. Okay.
0:44
Can you start speaking now please. Okay.

0:46

My interest or hobby that I enjoy is shopping and picnics to spend time with my family or friends.

0:55

Or especially I want to do volunteers.

0:59

For shopping I think when I feel stressed out

1:02

I can stop being I can relax with to buy a new clothes.

1:06

For me, in the special days, and in picnic.

1:10

I think a picnic and travel I think I can widen my knowledge.

1:16

As well I can make more friends from many countries and especially

1:23

if I travel with my friend or my family I can spend time to understand them.

1:29

And for me, the the more important is to volunteer because

1:37

I love, actually I loved people.

1:40

So I want to spend time to help them to overcome or

1:45

try to get over the problem so

1:48

I offer in before when I live in Vietnam I often go to the church

1:54

and or some association and

1:58

I can I often ask my friend to to contribute and

2:05

lend a hand to help the poor people or the old people.

2:09

Because I think old people also my grandparents so I want to take care for them. Yes.

2:17

And in the future I also want to beautiful the big house and

2:23

I will I will maybe I will take a good care for whole family

2:30

or the children's and I think I they will have a better life.

2:36

I hope that. Thank you.

2:39

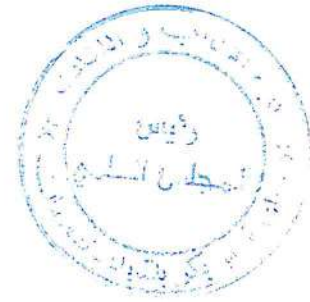
Do you think you always be interested in this?

2:41

Yeah. I think that.

2:44

When engage with the to volunteer especially I I feel stressed out is a disappear

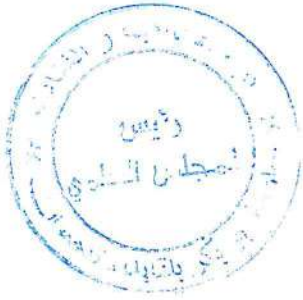


2:51

and I enjoy with it.

2:54

Thank you. May have the booklet and the paper and pencil back please. Thank you.



TED TALKS VIDEO

<https://www.youtube.com/watch?v=1nYFpuc2Umk>

0:12

It's really, really great to be here.

0:14

You have the power to change the world.

0:16

I'm not saying that to be cliché,

0:18

you really have the power to change the world.

0:21

Deep inside of you, every single one of you

0:23

has the most powerful device known to man.

0:27

And that's an idea.

0:29

So a single idea, from the human mind,

0:32

it could start a groundswell,

0:33

it could be a flash point for a movement

0:36

and it can actually rewrite our future.

0:39

But an idea is powerless

0:42

if it stays inside of you.

0:44

If you never pull that idea out for others to contend with,

0:47

it will die with you.

0:49

Now, maybe some of you guys have tried to convey your idea

0:52

and it wasn't adopted, it was rejected,

0:54

and some other mediocre or average idea was adopted.

0:57

And the only difference between those two is in the way it was communicated.

1:01

Because if you communicate an idea in a way that resonates,

1:04

change will happen, and you can change the world.

1:07

In my family, we collect these vintage European posters.

1:10

Every time we go to Maui, we go to the dealer there,

1:13

and he turns these great big posters.

1:14

I love them. They all have one idea

1:16

and one really clear visual that conveys the idea.

1:19

They are about the size of a mattress. They're really big.

1:22

They're not as thick as a mattress, but they're big.

1:24

And the guy will tell the story as he turns the pages.

1:27

And this one time I was flanked by my two kids

1:29

and he turns the page and this poster is underneath,

1:32

and right when I lean forward and say,

1:34

"Oh my God, I love this poster,"

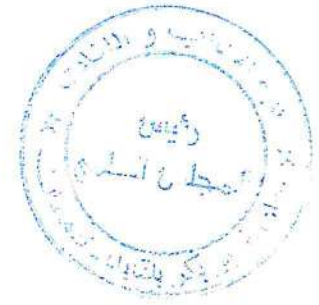
1:36

both of my kids jumped back and they are like,

1:38

"Oh my God, mom, it's you."

1:40





And this is the poster.

1:41

(Laughter)

1:42

See, I'm like "Fire it up!"

1:45

The thing I loved about this poster was the irony.

1:47

Here's this chick all fired up, headed into battle --

1:50

as the standard bearer --

1:51

and she's holding these little Suavitos baking spices,

1:54

like something so seemingly insignificant,

1:57

though she's willing to risk, you know, life and limb to promote this thing.

2:02

So if you are to swap out those little Suavitos baking spices

2:05

with a presentation --

2:07

Yeah, it's me, pretty fired up.

2:09

I was fired up about presentations

2:11

back when it wasn't cool to be fired up about presentations.

2:14

I really think they have the power to change the world

2:16

when you communicate effectively through them.

2:19

And changing the world is hard.

2:21

It won't happen with just one person with one single idea.

2:24

That idea has got to spread, or it won't be effective.

2:28

So it has to come out of you

2:30

and out into the open for people to see.

2:33

And the way that ideas are conveyed the most effectively is through story.

2:38

You know, for thousands of years,

2:39

illiterate generations would pass on their values and their culture

2:43

from generation to generation,

2:44

and they would stay intact.

2:46

So there's something kind of magical about a story structure

2:49

that makes it so that when it's assembled,

2:51

it can be ingested and then recalled

2:53

by the person who's receiving it.

2:56

So basically a story, you get a physical reaction;

3:00

your heart can race, your eyes can dilate,

3:03

you could talk about, "Oh, I got a chill down my spine"

3:05

or, "I could feel it in the pit of my stomach."

3:08

We actually physically react when someone is telling us a story.

3:11

So even though the stage is the same, a story can be told,

3:13

but once a presentation is told, it completely flatlines.

3:16

And I wanted to figure out why.

3:18

Why is it that we physically sit with rapt attention during a story,

3:21

but it just dies for a presentation.

3:24

So I wanted to figure out, how do you incorporate story into presentations.

3:27

So we've had thousands of presentations back at the shop --

3:30

hundreds of thousands of presentations, actually,

3:32

so I knew the context of a really bad presentation.

3:35

I decided to study cinema and literature,

3:38

and really dig in and figure out what was going on

3:40

and why it was broken.

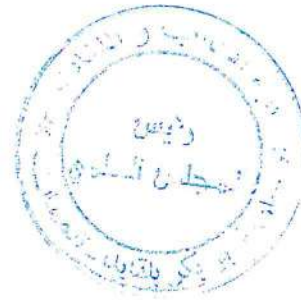
3:42

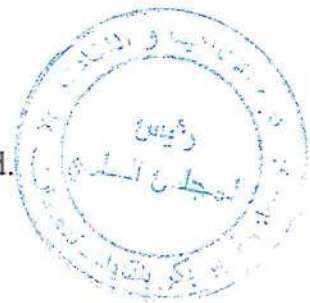
So, I want to show you some of the findings

3:45

that led up to what I've uncovered as a presentation form.

3:50





So it was obvious to start with Aristotle,
3:52
he had a three-act structure, a beginning, a middle and an end.
3:55
We studied poetics and rhetoric,
3:56
and a lot of presentations don't even have that in its most simple form.
4:00
And then when I moved on to studying hero archetypes,
4:02
I thought, "OK, the presenter is the hero,
4:04
they're up on the stage, they're the star of the show."
4:07
It's easy to feel, as the presenter, that you're the star of the show.
4:10
I realized right away, that that's really broken.
4:13
Because I have an idea, I can put it out there,
4:16
but if you guys don't grab that idea and hold it as dear,
4:18
the idea goes nowhere and the world is never changed.
4:21
So in reality, the presenter isn't the hero,
4:23
the audience is the hero of our idea.
4:26
So if you look at Joseph Campbell's hero's journey,
4:29
just in the front part, there were some really interesting insights there.
4:32
So there is this likable hero in an ordinary world,
4:35
and they get this call to adventure.
4:36
So the world is kind of brought out of balance.
4:39
And at first they're resistant.
4:40
They're like, "I don't know if I want to jump into this,"
4:43
and then a mentor comes along
4:44
and helps them move from their ordinary world
4:46
into a special world.
4:48
And that's the role of the presenter.

4:49

It's to be the mentor. You're not Luke Skywalker, you're Yoda.

4:52

You're the one that actually helps the audience

4:55

move from one thing and into your new special idea,

4:58

and that's the power of a story.

5:01

So in its most simple structure, it's a three-part structure of a story.

5:05

You have a likable hero who has a desire,

5:07

they encounter a roadblock

5:09

and ultimately they emerge, transform, and that's the basic structure.

5:14

But it wasn't until I came across a Gustav Freytag's pyramid --

5:18

he drew this shape in 1863.

5:21

Now, he was a German dramatist ...

5:24

he was a German dramatist

5:25

and he believed there is a five-act structure,

5:28

which has an exposition, a rising action,

5:31

a climax, a falling action and a denouement,

5:34

which is the unraveling or the resolution of the story.

5:37

I love this shape. So we talk about shapes.

5:39

A story has an arc -- well, an arc is a shape.

5:41

We talk about classical music having a shapeliness to it.

5:45

So I thought, hey, if presentations had a shape,

5:47

what would that shape be?

5:49

And how did the greatest communicators use that shape,

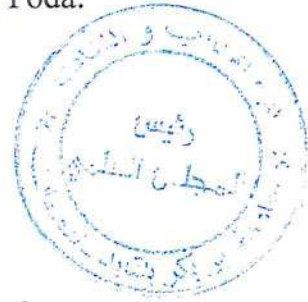
5:52

or do they use a shape?

5:53

So I'll never forget, it was a Saturday morning.

5:56



After all this study -- it was a couple of years of study --

5:58

I drew a shape.

6:00

And I was like, "Oh my gosh, if this shape is real,

6:02

I should be able to take two completely different presentations

6:05

and overlay it, and it should be true."

6:07

So I took the obvious,

6:08

I took Martin Luther King's "I Have a Dream" speech,

6:11

and I took Steve Jobs' 2007 iPhone launch speech,

6:13

I overlaid it over it, and it worked.

6:16

I sat in my office, just astounded.

6:17

I actually cried a little,

6:19

because I was like, "I've been given this gift,"

6:22

and here it is,

6:23

this is the shape of a great presentation.

6:26

Isn't it amazing?

6:28

(Laughter)

6:29

I was crying.

6:30

I want to walk you through it, it's pretty astounding.

6:33

There is a beginning, a middle and an end, and I want to walk you through it.

6:36

Because the greatest communicators -- I went through speeches, everything --

6:40

I can overlay the shape.

6:41

Even the Gettysburg Address follows the shape.

6:43

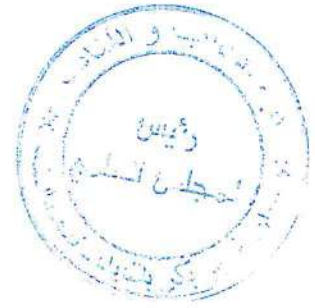
At the beginning of any presentation, you need to establish what is.

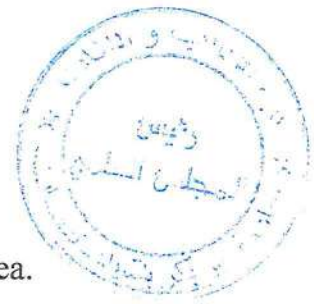
6:47

You know, here's the status quo, here's what's going on.

6:49

And then you need to compare that to what could be.





6:52

You need to make that gap as big as possible,

6:55

because there is this commonplace of the status quo,

6:58

and you need to contrast that with the loftiness of your idea.

7:01

So it's like, you know, here's the past, here's the present,

7:04

but look at our future.

7:06

Here's a problem, but look at that problem removed.

7:09

Here's a roadblock, let's annihilate the roadblock.

7:12

You need to really amplify that gap.

7:14

This would be like the inciting incident in a movie.

7:17

That's when suddenly the audience has to contend

7:19

with what you just put out there:

7:20

"Wow, do I want to agree with this and align with it or not?"

7:23

And in the rest of your presentation should support that.

7:27

So the middle goes back and forth,

7:29

it traverses between what is and what could be,

7:31

what is and what could be.

7:33

Because what you are trying to do

7:34

is make the status quo and the normal unappealing,

7:37

and you're wanting to draw them

7:39

towards what could be in the future with your idea adopted.

7:42

Now, on your way to change the world, people are going to resist.

7:45

They're not going to be excited, they may love the world the way it is.

7:49

So you'll encounter resistance.

7:50

That's why you have to move back and forth.

7:52

It's similar to sailing.

7:54

When you're sailing against the wind and there is wind resistance,

7:57

you have to move your boat back and forth, and back and forth.

8:00

That's so you can capture the wind.

8:02

You have to actually capture the resistance

8:04

coming against you when you're sailing.

8:06

Now interesting, if you capture the wind just right

8:08

and you set your sail just right,

8:10

your ship will actually sail faster than the wind itself.

8:12

It is a physics phenomenon.

8:14

So by planting in there

8:15

the way they're going to resist between what is and what can be,

8:18

is actually going to draw them towards your idea

8:20

quicker than should you not do that.

8:22

So after you've moved back and forth between what is and what could be,

8:26

the last turning point is a call to action,

8:28

which every presentation should have, but at the very end.

8:30

You need to describe the world as a new bliss.

8:33

"This is utopia with my idea adopted."

8:35

"This is the way the world is going to look,

8:37

when we join together and we solve this big problem."

8:40

You need to use that as your ending,

8:41

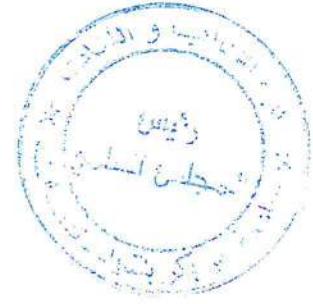
in a very poetic and dramatic way.

8:45

So, interestingly, when I was done,

8:47

I was like, "You know what? I could use this as an analysis tool."



8:51

I actually transcribe speeches,

8:53

and I would actually map out, how much they map to this tool.

8:56

So I want to show you some of that today,

8:58

and I want to start with the very two people

9:00

that I used when I first did.

9:02

Here's Mr. Jobs, has completely changed the world.

9:04

Changed the world of personal computing, changed the music industry

9:08

and now he's on his way to change the mobile device industry.

9:11

So he's definitely changed the world.

9:12

And this is the shape of his iPhone launch 2007,

9:15

when he launched his iPhone.

9:17

It's a 90-minute talk and you can see he starts with what is,

9:20

traverses back and forth and ends with what could be.

9:23

So I want to zoom in on this:

9:25

the white line is him speaking, he's talking.

9:29

The next color line you'll see popped up there,

9:31

that's when he cuts to video.

9:32

So he's adding some variety and he cuts to demo.

9:34

So it's not just him talking the whole time.

9:37

And these lines are representative there.

9:40

And then towards the end you'll see a blue line,

9:42

which will be the guest speaker.

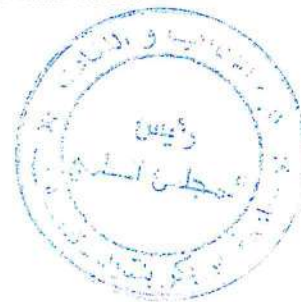
9:44

So this is where it gets kind of interesting:

9:46

every tick mark here is when he made them laugh.

9:48



And every tick mark here is when he made them clap.

9:51

They are so involved physically,

9:53

they are physically reacting to what he is saying,

9:55

which is actually fantastic,

9:56

because then you know you have the audience in your hand.

10:00

So he kicks off what could be with,

10:03

"This is a day I've been looking forward to for two and a half years."

10:06

So he is launching a product

10:07

that he's known about already for a couple of years.

10:10

So this is not a new product to him.

10:12

But look at this,

10:13

he does this other thing: he marvels.

10:15

He marvels at his own product.

10:16

He marvels himself more than the audience laughs or claps.

10:19

So he is like, "Isn't this awesome? Isn't this beautiful?"

10:23

He is modeling for the audience what he wants them to feel.

10:26

So he is actually doing a job of compelling them to feel a certain way.

10:31

So he kicks off with what could be with, "Every once in a while,

10:34

a revolutionary product comes along that changes everything."

10:37

So he starts to kick in and talk about his new product.

10:40

Now, at the beginning of it, he actually keeps the phone off.

10:43

You'll see that the line is pretty white up until this point,

10:46

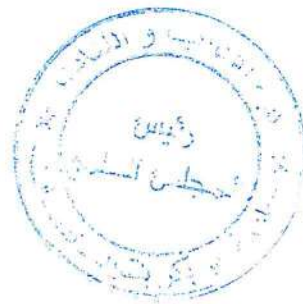
so he goes off between,

10:48

"Here's this new phone, and here's the sucky competitors.

10:50

Here's this new phone, and here's the sucky competitors."



10:54

And then, right about here, he has the star moment --

10:57

and that something we'll always remember.

10:59

He turns the phone on.

11:00

The audience sees scrolling for the first time,

11:02

you can hear the oxygen sucked out of the room.

11:05

They gasped. You can actually hear it.

11:07

So he creates a moment that they'll always remember.

11:09

So if we move along this model, you can see the blue,

11:12

where the external speakers are going,

11:14

and towards the bottom right, the line breaks.

11:16

That's because his clicker broke.

11:17

He wants to keep this heightened sense of excitement.

11:20

He tells a personal story,

11:21

right there, where the technology didn't work.

11:24

So he's the master communicator,

11:25

and he turns to story to keep the audience involved.

11:28

So the top right he ends with the new bliss.

11:31

He leaves them with the promise

11:32

that Apple will continue to build revolutionary new products.

11:36

And he says,

11:38

"There's an old Wayne Gretzky quote that I love:

11:40

'I skate to where the puck is going to be, not to where it has been.'

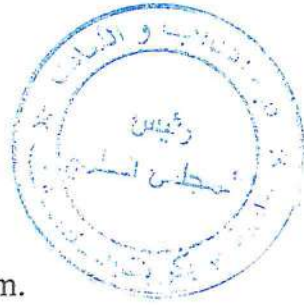
11:43

We've always tried to do that at Apple since the very beginning

11:46

and we always will."

11:48



So he ends with the new bliss.

11:49

So let's look at Mr. King.

11:50

He was an amazing visionary, a clergyman

11:53

who spent his life working hard for equality.

11:56

And this is the shape of the "I Have a Dream" speech.

11:58

You can see he starts with what is,

12:00

moves back and forth between what is and what could be,

12:03

and ends with a very poetic new bliss, which is the famous part we all know.

12:07

So I'm going to spread it out a little bit here,

12:09

stretch it for you,

12:11

and what I'm doing here is I put the actual transcript there

12:14

along with the text.

12:15

I know you can't read it.

12:16

But at the end of every line break, I broke the line,

12:19

because he took a breath and he paused.

12:21

Now he was a Southern Baptist preacher, most people hadn't heard that,

12:24

so he had a real cadence and a rhythm that was really new for people there.

12:28

So I want to cover up these lines of text with a bar

12:30

because I want to use this bar as an information device here.

12:33

So let's walk through how he actually spoke to the people.

12:38

The blue bars here are going to be when he used

12:40

the actual rhetorical device of repetition.

12:42

So he was repeating himself,

12:43

he was using the same words and phrases,

12:45

so people could remember and recall them.



12:48

But then he also used a lot of metaphors and visual words.

12:51

This was a way to take really complicated ideas

12:53

and make them memorable and knowledgeable, so people got it.

12:56

He actually created very --

12:58

almost like scenes with his words to make it

13:00

so they could envision what he was saying.

13:03

And then there were also a lot of familiar songs and scriptures that he used.

13:07

This is just the front end of it that you're seeing.

13:09

And then he also made a lot of political references

13:12

of the promises that were made to the people.

13:14

So if we look at the very first end of what is,

13:16

at the very end of what is was the very first time

13:19

that people actually clapped and roared really loud.

13:21

So the end of what is what he did is he said,

13:23

"America has given the Negro people a bad check,

13:26

a check which has come back marked insufficient funds."

13:28

Well, everyone knows what it's like to not have money in your account.

13:32

So he used the metaphor people were very familiar with.

13:34

But when they really charged up,

13:36

the very first time they really screamed was:

13:38

"So we have come to cash this check,

13:40

a check that will give us upon demand

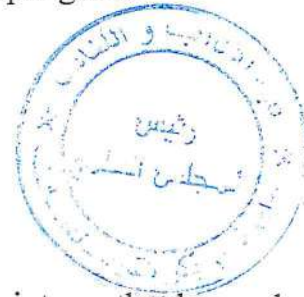
13:42

the riches of freedom and the security of justice."

13:45

That's when they really clapped.

13:47



It was when he compared what currently is to what could be.
13:50
So when we move along a little farther in the model,
13:52
you'll see it goes back and forth at a more frenzied pace.
13:55
And this is when he goes back and forth, and back and forth.
13:58
Now the audience was in a frenzy.
14:00
They were all excited, and so you can actually do this
14:02
to keep them in a heightened sense of excitement.
14:06
So he says, "I have a dream
14:08
that one day this nation will rise up and live out the meaning of its creed.
14:13
'We hold these truths to be self-evident, that all men are created equal.'"
14:16
So he uses the little orange text there to remind them of the promise
14:20
that the politicians had made to him or that this country had made.
14:23
Then he moves back and forth between
14:25
"I have a dream that one day, I have a dream that one day,
14:27
I have a dream that one day,"
14:29
and at the end, it gets really interesting.
14:31
Because he uses -- you can look at the four shades of green,
14:34
there's a lot of blue there, which was a lot of repetition --
14:37
he had a heightened sense of repetition.
14:39
And the green was a heightened sense of songs and scriptures.
14:42
So the first batch of green
14:44
was the actual scripture from the Book of Isaiah.
14:46
The second batch of green was "My Country, 'Tis of Thee."
14:49
Now, that's a familiar song that was specifically very significant
14:53
for the black people at the time,



14:54
because this song was the song they chose to change the words to as an outcry,
14:59
saying that promises had not been kept.
15:01
So the third batch of green was actually a stanza from "My Country, 'Tis of Thee."
15:05
And then the fourth was a Negro spiritual.
15:08
"Free at last! Free at last! Thank God Almighty, I'm free at last!"
15:11
So what he did is he actually reached inside of the hearts of the audience.
15:16
He pulled from scriptures, which is important.
15:18
He pulled from songs that they'd sung together
15:20
as an outcry against this outrage,
15:22
and he used those as a device to connect and resonate with the audience.
15:25
Ending -- painting a picture of this new bliss,
15:28
using the very things inside of them that they already held as sacred.
15:33
So he was a great man. He had a big, big dream.
15:35
There's a lot of people here, you guys have really big dreams.
15:38
You have really big ideas inside of you
15:40
that you need to get out.
15:42
But you know what? We encounter hardships.
15:44
It's not easy to change the world;
15:45
it's a big job.
15:47
You know he was --
15:48
his house was bombed, he was stabbed with a letter opener,
15:51
ultimately, he lost his life,
15:52
you know, for what he cared about.
15:54
But a lot of us aren't going to be required to pay that kind of sacrifice.
15:58



But what happens is

16:00

that it basically is a little bit like that basic story structure.

16:03

Life can be like that.

16:04

You know, you guys are all likable people,

16:07

you have a desire, you encounter roadblocks,

16:10

and we stop there.

16:11

We're just like, you know, "I had this idea,

16:13

but I'm not going to put it out there.

16:15

It's been rejected."

16:16

You know, we self-sabotage our own ideas,

16:20

we just butt up against the roadblocks and butt up against the roadblocks

16:24

instead of choosing to let the struggle transform us

16:26

and choosing to go ahead and have a dream and make it real.

16:30

And you know, if anyone -- if I can do this, anybody can do this.

16:34

I was raised in an economically and emotionally starved environment.

16:38

First time I got to go to a camp with my sister, I was abused.

16:42

Wasn't the first time I was abused, it was just the most aggressive.

16:45

And my mom and dad -- they married each other three times,

16:48

(Audience murmurs)

16:49

Yeah, that was tumultuous, and when they weren't fighting

16:52

they were helping sober up some alcoholic that was living with us

16:55

because they were both sober alcoholics.

16:57

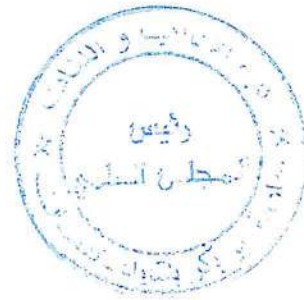
So my mom abandoned us when I was sixteen years old.

16:59

And I took on a role of caretaker of my home and of my siblings.

17:03

And I married. I met a man.



17:06

Fell in love. I went to a year of college.

17:08

I did what every single, bright, young girl should do --

17:11

I got married when I was eighteen years old.

17:13

And you know what?

17:14

I knew, I knew

17:17

that I was born for more than this.

17:19

And right at the point in the story of my life I had a choice.

17:22

I could let all these things push me down

17:25

and I could let all my ideas die inside of me.

17:27

I could just say, you know, life is too hard to change the world.

17:30

It's just too tough.

17:31

But I chose a different story for my life.

17:34

(Laughter)

17:36

Don't you know it?

17:38

And so I feel like there's people in this room --

17:41

you got those little Suavitos baking spices

17:43

and you're just like, "You know, It's not that big a deal."

17:46

"It's really not the whole world I can change."

17:48

But you know, you can change your world.

17:50

You can change your life.

17:51

You can change the world that you have control over,

17:53

you can change your sphere.

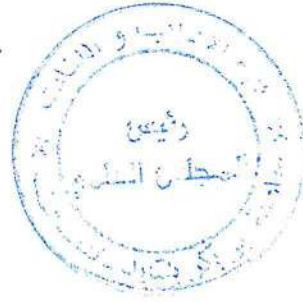
17:55

I want to encourage you to do that.

17:57

Because you know what?

17:58



The future isn't a place that we're going to go.

18:02

It's a place that you get to create.

18:05

I want to thank you. Bless you. God bless you.

18:08

(Applause)



THE ART OF SPEECH VIDEOS

<https://www.youtube.com/watch?v=IlvLgknrYQs>



0:01

Sherrie Su.

0:03

“Turn Around.”

0:06

“Turn Around.”

0:09

Sherrie Su.

0:12

Our life is like this stage.

0:26

It is bright, but sometimes it's scary.

0:34

It's easy to turn your back on your fear, but it's hard to turn around.

0:45

Contest chair, my friends—if you cannot see me on this stage, please just focus on

0:51

the screens.

0:53

I'm a little scared right now.

0:58

Have you ever turned your back on someone or something because you are scared?

1:07

When I was seven, I was only afraid of two people—my mom and dad.

1:14

One night, we were having noodles for dinner.

1:16

I could feel the soft light in the dining room, smell the tomato sauce, and hear my

1:25

mom's voice, “Sherrie, put all the top sticks on the table.”

1:29

“Yes,” and “Yum!”

1:31

Mom, dad—let's eat!”

1:32

I was eating, my parents were talking, but suddenly, “What's wrong with you?”

1:40

My mom stood up.

1:43

My dad's eyes grew wide.

1:44

“Don't do this in front the kid.”

1:46

I heard some bad words I didn't know the meaning of and some bad words I wish I didn't know

1:57

the meaning of.

2:01

All of a sudden, my mom knocked all the bowls and plates on the floor.

2:06

Red tomato sauce splashed all over the wall.

2:10

“Mom, dad, stop fighting, please.

2:20

I’m scared.”

2:24

My mom looked at me.

2:26

“Sherrie, I’m leaving.

2:28

Who do you want to live with—mom or dad?

2:38

Pick one.”

2:42

Can you imagine how I felt?

2:50

Pick one?

2:54

I turned around and ran to my room.

2:57

I heard my mom slam the door and left.

3:06

My dad came into my room and sat next to me.

3:10

“Baby, I know it’s hard, but I have to ask you a serious question.

3:25

Do you know how to clean off the tomato sauce on the wall?”

3:30

Two months later, my mom came back!

3:38

A home, sweet, home became a battlefield again.

3:43

And that war continued for 15 years.

3:51

After college, I escaped to live in a big city alone.

3:58

People and relationships—they’re scary, but when I turn my back on them, my dark lonely,

4:05

shadow scared me even more.

4:08

I was miserable and my only friend, Lily, told me, “Sherrie, come with me to Toastmasters.”

4:20

So I went to Toastmasters.

4:22

Such a scary place!



4:27

So many people clap their hands for no reason!

4:36

A guy named Jim approached me.

4:39

His little eyes were sparkling.

4:44

“Sherrie, if you want to know more about Toastmasters, you and I can have dinner together.”

4:58

Is he asking me out?

4:59

it's like a movie!

5:03

A horror movie!

5:08

But the more I got to know about Jim, the more I thought he's cute, funny, and warm-hearted.

5:18

But then I heard a little voice.

5:19

“You can handle relationship!

5:21

You're gunna hurt him and yourself!”

5:24

I turn my back on Jim.

5:25

“Let's just be friends!”

5:27

“Sherrie, why?”

5:29

“I don't want to ask my child one day, ‘Mom or dad—pick one.’”

5:39

“Sherrie, we are not your parents.

5:42

We are competent communicators.

5:54

What scares you now may bring you the most beautiful thing.

5:57

Give it a chance and turn around.

6:01

Jim held my arms and turn me around.

6:05

I look at him in the eye.

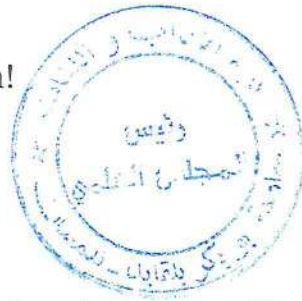
6:07

Wow!

6:08

It's not that scary anymore.

6:11



Jim turn my world around and now we are happily married!

6:19

Do you know what it's like to marry a Toastmaster?

6:27

All of our conversations are five-to-seven minutes long.

6:32

I'm not, I'm not even afraid of my parents anymore.

6:39

Jim and I became their marriage consultants.

6:45

I am scared now, but I wouldn't want to miss all your beautiful smiley faces.

6:54

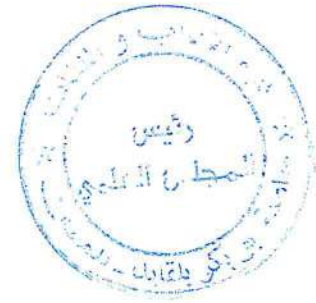
Are you turning your back on your fear?

7:02

Our life is like this stage, but what scares are now may bring you the most beautiful thing.

7:08

Give it a chance and just...



<https://www.youtube.com/watch?v=Iqq1roF4C8s>

0:01

please welcome our next contestant

0:04

Mohammed Kotani the power of words the

0:19

power of words Mohammad Khatami

0:36

what all y'all think smoking kills and

0:46

let me tell you something do you know

0:49

that the amount of people dying from

0:50

diabetes are three times as many people

0:53

dying from smoking yet if I pulled a

0:57

snicker bar nobody will say anything do

1:03

you know that the leading cause of lung

1:05

cancer is that actually a cigarette it's

1:09

your DNA you could smoke for years and

1:12

nothing would ever happen to you this

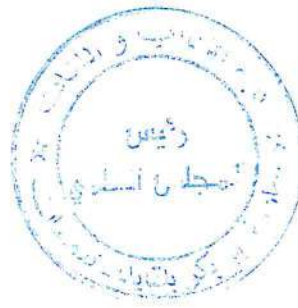
1:14

whole war against smoking it just to
1:17
restrict the farming of tobacco mr. Khan
1:21
sir chair para Toastmasters and guests I
1:24
use these arguments even though I just
1:28
made them up
1:36
we'll have proven my friends and the
1:39
results have even believed what I said
1:43
two of them started smoking words when
1:50
said and articulated in the right way
1:51
can change someone's mind they can alter
1:55
someone's belief you have the power to
1:59
bring someone from the slums of life and
2:03
make a successful person out of them or
2:06
destroy someone's happiness using only
2:08
your words does that seem a bit too good
2:13
to be true a simple choice of word can
2:17
make a difference between someone
2:18
accepting or denying your message you
2:21
can have a very beautiful thing to say
2:23
but say it and the wrong words and it's
2:28
gone I have a son who's four and he had
2:34
this bad habit of writing on the walls
2:36
with crayons and one evening I walked
2:40
into his room and his going at it just
2:41
writing and drawing and so on and I said



2:43
hey hey hey hey
2:49
are you stupid don't you ever do that
2:55
again
2:56
and guess what happened he did it again
3:02
nobody likes to be threatened nobody
3:04
likes to be intimidated his pride would
3:08
not allow it he did it again just to
3:11
spite me
3:11
a week later I walked into his room and
3:15
again he is going at it and this time he
3:17
was even looking at me
3:26
I came down and said sweetie come here
3:34
don't do that you're a big boy now
3:36
and he never did it again because his
3:41
pride wants him to be the big boy have
3:48
you ever wondered why nobody cares about
3:50
global warming even though it's a very
3:52
serious issue it could kill all of us
3:57
because when you go home when you flip
3:59
on the TV and is he has scientists
4:02
trying to talk about global warming it
4:06
goes something like this
4:13
ladies and gentlemen a legend I'm as you
4:15
can see from the grass here the two
4:17





successive are for 2014 it shows the
4:20
water level is rising this this table
4:26
shows that the mono dioxide level and
4:28
the third ozone layer is anybody
4:29
alarming position
4:40
the message never get across but most
4:46
importantly if you are a person who's a
4:49
role model if you're a person who's been
4:51
admired anything you say could be
4:53
believed anything you utter could be
4:56
taken as truth my friend NASA he loved
5:03
his father idealize his father he would
5:06
do anything to make him happy but his
5:10
father was the kind of person who's not
5:12
easy to impress and year after year not
5:15
to try than his father's like ooh yeah
5:20
first year in college now forgot
5:22
straight A's and he thought to himself
5:24
this is it this which will finally make
5:28
my dad proud he picked up the phone he
5:31
called his dad dad I got straight A's
5:36
are you proud please tell me you're
5:41
proud father
5:43
yeah listen son I'll have to call you
5:47
back I'm busy I'm busy was the single

5:55
sentence that broke the camel's back and
6:01
he started drinking doing drugs hanging
6:09
out with the wrong crowd
6:10
not so why why are you throwing your
6:15
life away if the one person in the war
6:22
that I care about the most doesn't care
6:24
then then why should I
6:27
and one evening I got the phone call
6:31
Nasser's in the emergency room
6:33
drug overdose I rushed to the hospital I
6:37
saw him on that bed and I saw that
6:41
machine go beep beep beep and I saw
6:49
doctors try to bring him back to life
6:51
clear clear clear it's clear that a
7:01
single word could have saved this life
7:08
words have power words are power words
7:13
could be your power you can change a
7:18
life inspire a nation and make this
7:22
world a beautiful place isn't that what
7:25
we all want it isn't that what we are
7:28
all in this hall your mouth can spit
7:33
venom or it can mend a broken soul
7:39
there's an gentleman let that be our
7:44
goal Kanto sir
8:00



all right and shortly we'll hear from
8:04
our winner this year please welcome to
8:07
the stage first place in our
8:08
championship Muhammad katana
9:24
in just one moment we'll hear from
9:26
Mohammed all right let's hear from our
9:34
first place winner Muhammad
9:42
I did not know it's this big ladies and
9:54
gentlemen when we did the semi-finals
10:00
and I want they asked me to say it
10:02
something and I said honestly I didn't
10:05
prepare anything because I did not
10:06
expect to win and I'm coming here today
10:10
and again I did not expect to win but I
10:18
want you to think about what are your
10:20
challenges and what are the things that
10:23
you think is impossible because this was
10:29
impossible not just for me but for
10:32
almost everybody who knows me and yet
10:36
here is I want to say it again but if I
10:41
can do this think about that thing that
10:44
you thought you could never do or you
10:49
just gave up on because maybe it's way
10:53
up ahead and I cannot do it and when you
10:58
do I want you to remember that Muhammad



11:00
katana got this and sure and also you
11:03
can do the same thank you

