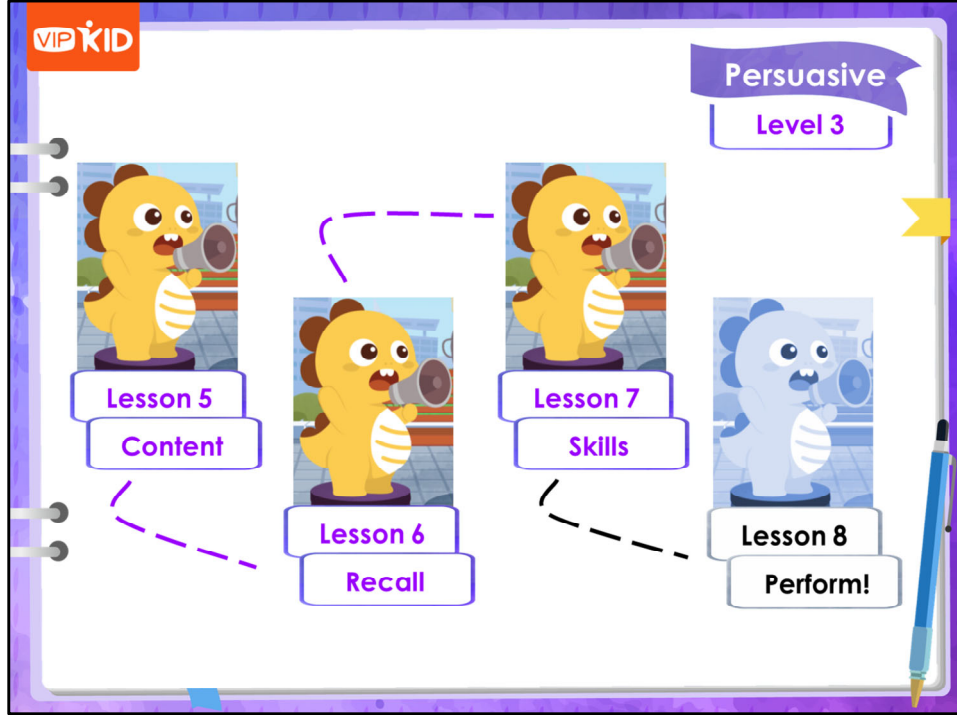




S may read the text independently or with assistance from T. S may answer when T asks how many times they practiced their speech, if they used their graphic organizer, and any other questions related to enrichment tasks from lesson 2.

Note: Enrichment tasks after lesson 6 included:

1. Read through the speech at least three times.
2. Read through key academic vocabulary.
3. Match academic vocabulary and definitions.
4. Fill in missing information from a partial graphic organizer; check the content against the full speech.



S may read the text independently or with assistance from T.
S may notice when T circles Lesson 8 and reminds S they will deliver a memorized speech.

Note: It is very important to remind learners across the lessons that they will be delivering a memorized speech at the end of lesson 8.

VIP KID

Learning Goals

Today's Plan for Success

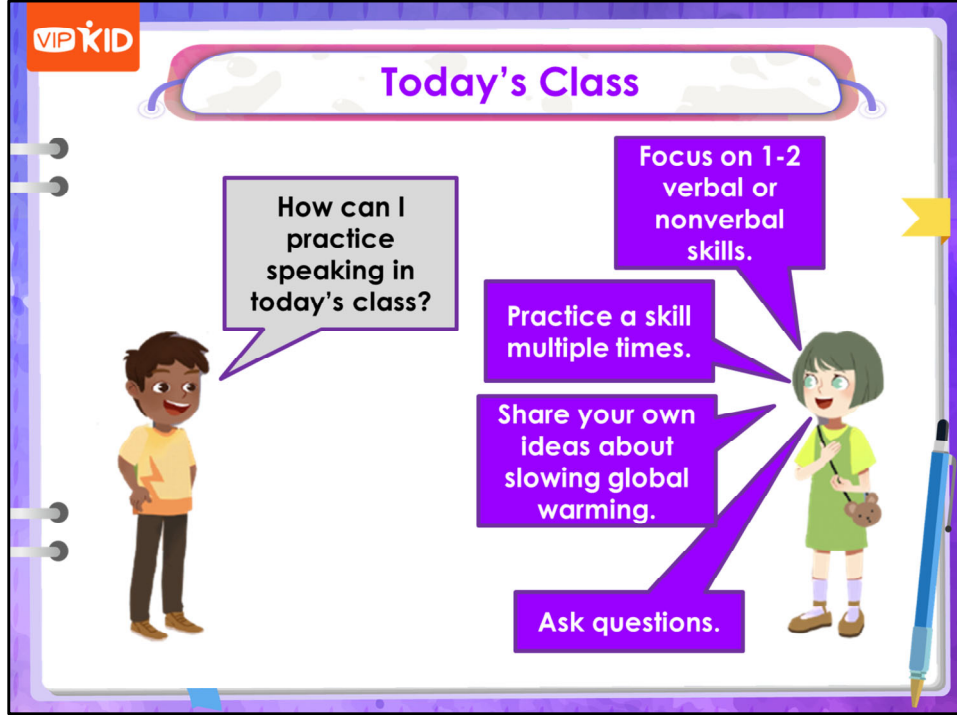


Lesson 7
Skills

"Slowing Global Warming"

- Review Verbal & Non-verbal Skills
- +
- Develop Ideas
- +
- Rehearse & Get Feedback

S may read the text on screen independently or with assistance from T.



S may read the question posed by the character on the left.
S may listen as T responds with the four reminders on the right.

VIP KID

Retell

Retell as much of the speech as you can using important details from your graphic organizer.

Introduction

We all know that our air is polluted. There are too many greenhouse gasses that make the earth warmer. This causes...

Supporting Evidence 1

Recycle. If you recycle half of your family's waste...

Drive less. Instead of driving yourself, take...

S may use this graphic organizer to help them as they try to recall as much of the speech as they can from memory.

S may be reminded that they completed a similar task in lesson 6.

Note: A graphic organizer that includes all text from the speech is included at the end of this lesson, for reference as necessary throughout the lesson.

Scaffold down: S may be reminded how many sentences there are in each section of the graphic organizer.

Introduction: 4 sentences

Supporting Evidence 1: 4 sentences across 2 paragraphs

VIP KID

Retell

Supporting Evidence 2

Eat less beef, lamb, and mutton. Cows, sheep, and goats create...
 Save electricity. Turn lights and other electrical devices off when you aren't using them. Use less...

Counterargument	Response
Some argue that we can't slow down our productivity while we are quickly developing. Why should China...	Well, first, China has far more people than other countries. So, the impact on the environment could be much bigger. Also, China is already proving that...

Conclusion

China has the chance to prove to the world that an economy can grow without harming the environment. We should all be proud...
 China is one of the world's leading economies. Let's also...

S may use this graphic organizer to help them as they try to recall as much of the speech as they can from memory.

S may be reminded that they completed a similar task, with slightly more support, at the end of lesson 2.

Note: A graphic organizer that includes all text from the speech is included at the end of this lesson, for reference as necessary throughout the lesson.

Scaffold down: S may be reminded how many sentences there are in each section of the graphic organizer.

Supporting Evidence 2: 6 sentences across 2 paragraphs.

Counterargument/Response: 5 sentences

Conclusion: 4 sentences across 2 paragraphs

Third Read-through



Focus on:


anticipating
questions

impromptu

EXTENSIONS:
verbal and non-
verbal skills

S may read the text independently or with assistance from T.

Extension: S may answer when T asks what the words mean.





"Any questions?"

Getting ready for questions

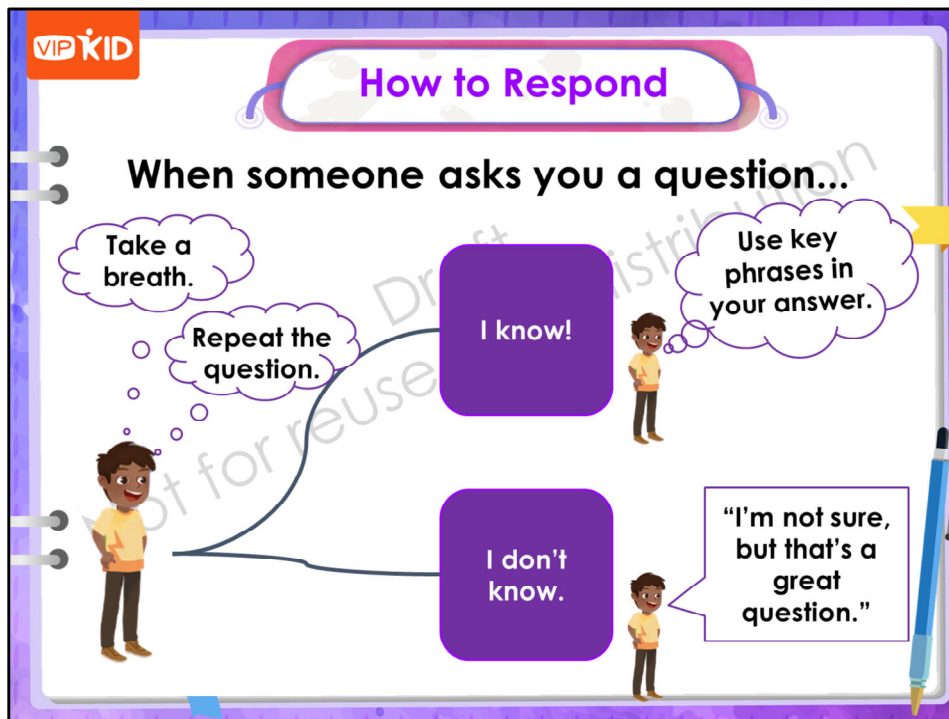
When you give a persuasive speech, your audience might have questions.

There are two types you should always be prepared for.

- 1 Tell me more about...
- 2 Can you give me an example of...?



S may read text on screen independently or with assistance from T.
Extension: S may share times they responded to these types of questions after speeches or in class.



S may read the text on screen independently or with assistance from T. S may listen as T explains that there are two paths to take when someone asks a question, based on whether S knows the answer or does not know the answer.

S may follow along with the flowchart independently or with assistance from T.

Extension: S may provide examples of key phrases in an answer or additional things to say if they choose "I don't know." Answers may vary.

VIP KID **Slowing Global Warming** **First Read-through**

1. Think about questions.

2. Remember what you know.

3. Answer one of the questions.

Someone might say:

“Tell me more about...”


greenhouse gases.”

“Can you give me an example of...”

other problems?”

1. S may read the text on screen independently or with T assistance.
2. S may acknowledge that in the upcoming slides they will have support with the questions on the right side of the slide, but they will need to try to remember steps 1-3 as they prepare/anticipate questions.
3. S may acknowledge that “Remember what you know” may refer to the information provided in the paragraphs of the speech OR anything else they may know about the topic.

Note: the questions on the right are examples for this slide and appear again on the next slide. They do not need to be answered here, without the accompanying support/text.



Slowing Global Warming

First Read-through

1/5

We all know that our air is polluted. There are too many greenhouse gasses that make the Earth warmer. This causes terrible storms, melting glaciers, drought, and other problems. But even you and I can help.

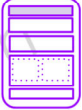

Remember steps 1, 2, 3!

"Tell me more about..."

pollution."

"Can you give me an example of..."

other problems?"



1. S may read the text on screen independently or with assistance from T.
2. S may try to recall steps 1-3 from memory (e.g., 1: Think about questions; 2: Remember what you know; 3: Answer one of the questions.).

Note: Remember that the focus of these slides is on anticipating and responding to questions.

VIP KID

Slowing Global Warming

First Read-through

2/5


Recycle. If you recycle half of your family's waste, you can save thousands of kilograms of carbon dioxide per year.

Drive less. Instead of driving yourself, take a bus or subway.

Remember steps 1, 2, 3!

"Tell me more about... recycling."

"Can you give me an example of... how kids can help?"



1. S may read the text on screen independently or with assistance from T.
2. S may try to recall steps 1-3 from memory (e.g., 1: Think about questions; 2: Remember what you know; 3: Answer one of the questions.).

Note: Remember that the focus of these slides is on anticipating and responding to questions.

VIP KID

Slowing Global Warming

First Read-through

3/5

Eat less beef, lamb, and mutton. Cows, sheep, and goats create a lot of methane. Instead, consider eating different meats or vegetables.

Save electricity. Turn lights and other electrical devices off when you aren't using them. Use less heating and air conditioning.


Remember steps 1, 2, 3!

"Tell me more about..."

?

"Can you give me an example of..."

other meats?"



1. S may read the text on screen independently or with assistance from T.
2. S may try to recall steps 1-3 from memory (e.g., 1: Think about questions; 2: Remember what you know; 3: Answer one of the questions.).

Note: Remember that the focus of these slides is on anticipating and responding to questions.



Slowing Global Warming

First Read-through

4/5

Some argue that we can't slow down our productivity while we are quickly developing. Why should China, as a country with a fast-growing economy, slow its growth when well-developed countries did not as they grew? Well, first, China has far more people than other countries. So, the impact on the environment could be much bigger. Also, China is already proving that by using new, clean sources of energy, we can grow quickly and protect the environment at the same time.

"Tell me more about..."

?

"Can you give me an example of..."

clean sources of energy?"

1. S may read the text on screen independently or with assistance from T.
2. S may try to recall steps 1-3 from memory (e.g., 1: Think about questions; 2: Remember what you know; 3: Answer one of the questions.).
3. S may try to include a question they anticipate someone might have, fill in the ? in "Tell me more about...," and then respond. Questions and answers may vary.

Note: Remember that the focus of these slides is on anticipating and responding to questions.

VIP KID


Slowing Global Warming

First Read-through

5/5


China has the chance to prove to the world that an economy can grow without harming the environment. We should all be proud of what our country can do, and all of us should do our part to help.

You answered ALL of my questions!



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S may read the text on screen independently or with assistance from T.
S may offer other questions someone might ask after the speech.
Questions may vary.



Impromptu

Now that you know the structure of a persuasive speech, you can persuade others about your own points of view!

Point of view

I think that...

Supporting evidence

I think this because...

Counterargument and Response




Some people may say..., but...

Conclusion

So, that's why I think that...


Listen to the speaker share an opinion about homework.

Listen



S may read through and navigate the slide independently or with assistance from T.

Extension: After listening to the speaker, S may try to recall the speaker's point of view based on the sentence starters provided on the screen.



Impromptu

Now, you try with topics like:

- school uniforms
- cell phones at school
- having a pet
- studying English

Point of view

Supporting evidence

Counterargument and Response


Conclusion

I think that...



I think this because...

Some people may say...but...

So, that's why I think that...



You will have an option to deliver an impromptu speech in Lesson 8.



1. S may read through and navigate the slide independently or with assistance from T.
2. S may choose a topic and try to use the framework, independently or with assistance from T.



Second
Read-through

Free Talk

What's the difference between impromptu and memorized speeches? Where and when do you give an impromptu speech or a memorized speech?

Have you ever given an impromptu speech? What was challenging about it?


Not for reuse or distribution



S may answer questions on the screen or asked by T. Answers may vary.
Scaffold down: S may choose one of the sets of questions to respond to.



S may interact with the slide in any way they like.



Extensions

Extensions

Students have three Extension options in this lesson.

- 1 Verbal and Non-verbal Skill Practice
- 2 Free Talk
- 3 Share Two

Draft for review or redistribution
Not for

S may read the text on the slide with or without assistance from T.

Note: There are three extension opportunities for lower, middle, and higher level students.

Option 1 is for lower level students or students who have not taken other PS courses.


Option 2 is for middle level students who do not need as much work on non-verbal skills.

Option 3 is for higher level students who can speak freely about global warming and contribute their own ideas.

VIP KID Extension Option 1


Non-Verbal & Verbal Skills

Choose *at least one* non-verbal skill and *at least one* verbal skill to practice with the activity on the next slide.



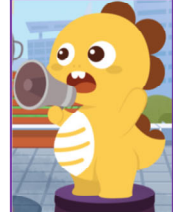
NON-VERBAL SKILLS

- eye contact
- audience awareness
- body movement
- gestures and mime
- appearance



VERBAL SKILLS

- rate
- volume
- pitch
- pausing
- intonation



S may read the instructions aloud independently or with assistance from T.

S may circle or underline the skills with which they want to practice or with which they still struggle.

VIP KID

Extension Option 2

Verbal & Non-verbal Skills

Spin the spinner. Rehearse the section of the speech and practice using skills from the previous slide.

The spinner is divided into six segments with the following text:

- Top-left: We all know that...
- Top-right: Recycle. If you recycle...
- Right: Eat less beef, lamb, and...
- Bottom-right: Some that we can't slow down...
- Bottom-left: China has a chance to prove to the world...
- Left: Save electricity. Turn lights and other...

S may spin the spinner to select a question.

S may answer the selected question from memory independently or with assistance from T.

Note: If S is unable to remember from memory, they should be encouraged to remember key details in their answers.

Correct answers: included on the next slides after the bolded spinner prompts..

Verbal & Non-verbal Skills

We all know that our air is polluted. There are too many greenhouse gasses that make the Earth warmer. This causes terrible storms, melting glaciers, drought, and other problems. But even you and I can help.

Recycle. If you recycle half of your family's waste, you can save thousands of kilograms of carbon dioxide per year.

Drive less. Instead of driving yourself, take a bus or subway.

Eat less beef, lamb, and mutton. Cows, sheep, and goats create a lot of methane. Instead, consider eating different meats or vegetables.

Save electricity. Turn lights and other electrical devices off when you aren't using them. Use less heating and air conditioning.

1. S and T may reference this, as needed, for support on the spinner activity.
2. S may note that the bolded words and phrases here are the ones provided in the spinner activity.

Verbal & Non-verbal Skills

Some argue that we can't slow down our productivity while we are quickly developing. Why should China, as a country with a fast-growing economy, slow its growth when well-developed countries did not as they grew? Well, first, China has far more people than other countries. So, the impact on the environment could be much bigger. Also, China is already proving that by using new, clean sources of energy, we can grow quickly and protect the environment at the same time.

China has the chance to prove to the world that an economy can grow without harming the environment. We should all be proud of what our country can do, and all of us should do our part to help.

1. S and T may reference this, as needed, for support on the spinner activity.
2. S may note that the bolded words and phrases here are the ones provided in the spinner activity.

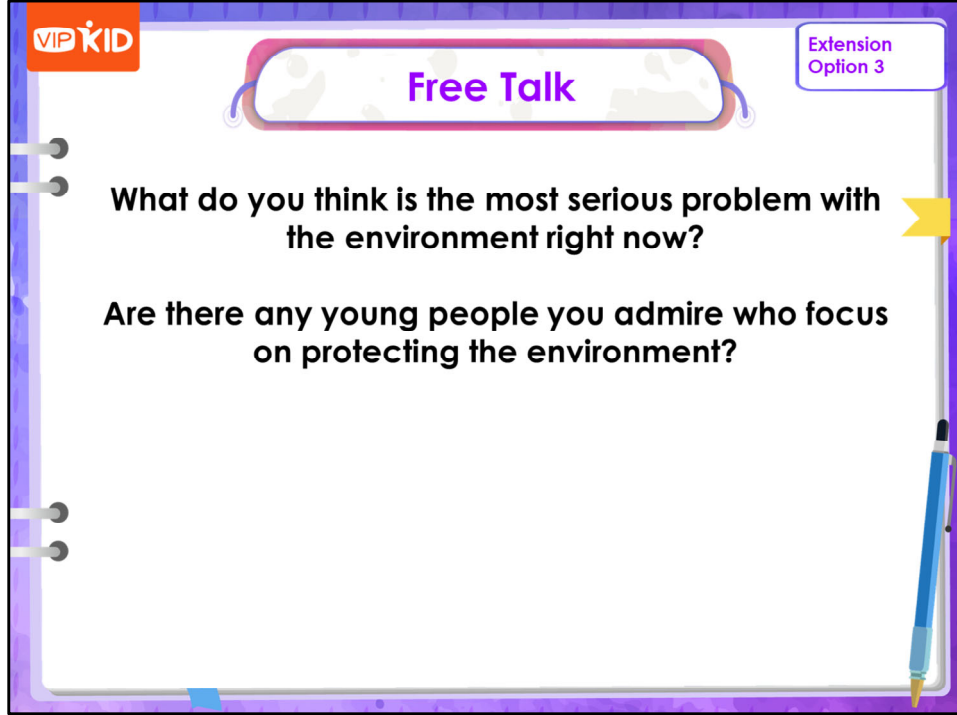
VIP KID

Feedback

Extension Option 2

	1 Poor	2 Fair	3 Good	4 Very good	5 Excellent
rate					
volume					
pitch					
pausing					
intonation					
body language					
engagement					

S may self-rate or accept T rating based on their work in the previous slides.

A worksheet titled "Free Talk" with the "VIP KID" logo in the top left and "Extension Option 3" in the top right. The worksheet contains two questions: "What do you think is the most serious problem with the environment right now?" and "Are there any young people you admire who focus on protecting the environment?". The page is decorated with a purple border, a blue pen illustration at the bottom right, and a yellow arrow pointing to the first question.

VIP KID



Free Talk

Extension Option 3

What do you think is the most serious problem with the environment right now?

Are there any young people you admire who focus on protecting the environment?

S may answer questions on the screen or asked by T. Answers may vary.



Share Two

Extension
Option 3

Drag two topics from the left to share with your teacher.

Something new I
learned today



Something I feel
more confident
about now

A skill I practiced
today

1

2



How I'm going
to prepare for
the next class



S may drag topics from the left to the right independently or with T assistance.



S may describe in their own words how they are going to prepare for the next class.

Extension: S may return to slide 4 and explain how they practiced speaking in today's lesson.



Enrichment

- After watching the video of the speech, practice using verbal skills from class to rehearse the full speech at least three times.
- Use your graphic organizer to fill in additional details you think could be included in the speech.
- Try to anticipate questions and build confidence in impromptu speaking.



Remember
You will be delivering this speech from memory in the next lesson.

S may read the enrichment slide independently or with assistance from T.

S may be reminded to use their graphic organizer for enrichment.

