**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Presentation 4: Save the Planet!**

ESL 50: PReed

In this presentation, you will choose ONE WAY your classmates can help to save the planet’s animals, oceans, rivers and lakes, air, land, climate, or natural resources. You will try to convince the class of the importance of this action. You will describe what the problem is, what people can to do help, and how this action will help. You should speak between **3-5 minutes only,** and include new ideas and vocabulary from Unit 8, Laney’s Earth Day, or the Oakland Museum Tour. You should also have a **visual aid** – an object or photo to show the class to make your presentation clear and interesting.

**\*\*During our museum trip and Earth Day, keep your eyes open for ideas for your presentation!!**

**Step 1: Choosing your Topic:** Think about the topics below. Discuss your ideas with your group.

**1. Habitat destruction:** Think of animals that are losing their homes, food supply, or are endangered by hunting or pollution. Chose ONE animal and give ONE way to help protect this animal.

**2. Pollution:** Household garbage, toxic waste, e-waste, plastics, car emissions, industrial pollution, etc. Chose ONE kind of pollution and describe ONE thing we can do to help reduce this kind of pollution.

**3. Limited natural resources:** Think about natural resources that are limited (water, air, forests, fish, fossil fuels, etc.) Chose ONE natural resource and talk about ONE thing can we so to help preserve this resource.

**4. Global warming:** What is global warming? What effects is it having on the planet? What is ONE thing we do to help stop global warming?

***Step 2: Organizing Your Presentation. Answer the questions below to help organize your talk.***

*My Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*1. What question can you ask the audience at the beginning of your presentation to get their attention?*

*2. Background: What exactly is the problem?*

*3. What is ONE THING can people do to help?*

*4. How exactly will this help the situation?*

***Step 3: Practice!*** *Practice enough so you can speak freely. Keep to the time limit of 3-5 minutes! We will give all presentations on* ***Wednesday, May 21, 12:00-2:00.***

***Step 4: Checklist: Make sure your presentation includes the following:***

|  |  |  |
| --- | --- | --- |
| **yes** | **no** |  |
|  |  | I have a visual aid (object or photo) |
|  |  | I use a question to introduce the topic |
|  |  | I describe the problem in detail |
|  |  | I tell ONE WAY people can help |
|  |  | I explain WHY this action will help the situation |
|  |  | I use new vocabulary and ideas from the unit |
|  |  | I use persuasive language (see page 190) |
|  |  | I can speak fluently and convincingly about my suggestion |
|  |  | I speak loudly, slowly, and pause at the end of important points |
|  |  | I repeat key words often and give them extra stress |
|  |  | I made eye contact with my whole audience |
|  |  | My presentation is between 2-3 minutes |

Name: ESL 50A/B P. Reed

Save the Planet Presentation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Accomplished– 6** | **Competent – 4** | **Developing – 2** |
| **Content: Background** | Described a specific environmental problem in detail, told ONE WAY people can help, and explained convincingly why this action would help | Described the problem sufficiently, partially gave one way to help, and gave some explanation why this action would help | Clear description of the problem or a specific way people can help was missing. Not clear why this suggestion would help |
| **Content:**  **Vocabulary/Concepts** | Used lots of new vocabulary and ideas from Unit 9, Earth Day or the Oakland Museum tour | Used some new vocabulary and ideas from the unit, Earth Day, or museum trip | Used little or no new vocabulary or ideas |
| **Speaking Skill:**  **Questions** |  | Used relevant questions at the beginning, middle or end effectively maintaining listener’s interest | Questions were missing, unclear, or unrelated to topic |
| **Speaking Skill:**  **Key Words** |  | Repeated key words often and gave them extra stress | Key words needed repeating and/or extra stress |
| **Presentations Skills:**  **Planning & Practicing** |  | Presentation was well planned and practiced, lasted about 4-5 minutes, and  included a visual aid | Presentation needed more planning or practice or went over/under 4-5 minutes, visual aid was missing |
| **Communicative Competence** | Presenter can speak at a level required in 1st year college courses | Presenter can speak at a level approaching that required in 1st year college courses | Presenter does not yet speak at a level approaching that required in 1st year college courses |

**30 points possible Your points:**