



English Presentation *and* Writing

MP3

3rd Edition



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Foreword

I have spent much of my career studying how technology reshapes language learning. Yet technology is only as good as the curriculum it serves, and a curriculum is only as good as its understanding of who the students are. This is where most EFL textbooks for Taiwanese learners fall short. They borrow themes, examples, and frameworks from other cultures and then ask our students to practice English inside an unfamiliar world.

This textbook starts from the opposite direction. It opens with a grandmother shelling peanuts and telling stories about her Hakka village, and from that single scene it unfolds an entire demographic history of Taiwan. By the time students reach the later units on streaming platforms and digital nomadism, they will already have spent weeks learning to describe, analyze, and put forth arguments about places and practices they know firsthand. The global content does not replace the local content; instead, it grows out of it. That progression struck me as both pedagogically sound and, frankly, overdue.

Two features of the book merit particular attention from instructors.

The first is the skill architecture. Oral presentation techniques in the first nine units and paragraph writing in the final nine are not taught as isolated skills. Instead, they build on one another. Storytelling leads to data presentation, which leads to source integration, which leads to persuasion. By Unit 8, where ethos, pathos, and logos are presented, students will already have practiced the component skills that make rhetorical analysis actionable rather than abstract. Such a focus on developmental sequencing—where each unit builds upon what came before it—is largely missing from the many EFL curricula I have reviewed over the years.

The second is the quality of the reading passages. They are well written. That sounds like a modest compliment, but in the context of EFL publishing it is not. The temple passage opens with sensory language that teaches vocabulary through encounter. The night market passage includes authentic voices (e.g., a

vendor, a teenager) that give the prose texture. The passage on café culture moves from a specific shop in Taipei to a broader argument about urban design, using an analytical arc that the unit's own lecture will later ask students to replicate. When readings model the discourse structures that lectures teach, students absorb those structures twice, once through experience and once through instruction. This is a guiding principle upon which the book was built.

I should add that the cultural content is handled with care. Taiwan's religious syncretism, Hakka and indigenous heritage, Southeast Asian migrant communities—these appear throughout the book as natural dimensions of the stories being told, never as obligatory gestures. The unit on religion even questions its own data, noting that many self-described nonbelievers nevertheless participate in temple life. Such intellectual objectivity is worth more to students than any number of simplified cultural summaries.

This is a textbook I would recommend to colleagues across Taiwan's universities. It is a resource that recognizes our students' experiences, intellect, and capacity to synthesize complex ideas in a second language, and it gives them the tools to meet those high expectations.

Hui-Chin Yeh

National Yunlin University of Science and Technology



Introduction



Welcome to English Presentation and Writing!

At the heart of this textbook is a simple belief: students learn to communicate effectively when they are exposed to meaningful content and clear models. For this reason, every unit herein combines authentic, culturally relevant topics with carefully designed language-learning tasks that help students build their English Presentation and Writing skills confidently, step by step.

Learning through Culture

The textbook is divided into two complementary parts.

Understanding Taiwan

The first half of the book focuses on Taiwan and explores topics such as:

- Population
- Temples and religions
- Festivals and traditions
- Night markets and food culture
- Historical buildings and places
- Music, movies, and café culture

These units will encourage students to use English in order to understand, discuss, and share aspects of Taiwanese culture with others around the world.

Exploring the Globalized World

The second half of the book introduces contemporary global topics, including:



- Pop music, streaming platforms, and games
- The creator economy and the digital nomad lifestyle
- Fan culture
- Stock markets and investing
- Ice cream vs. gelato
- Wearable technology as fashion

These units will help students connect their own experiences with broader global trends and explore how culture is shared across national boundaries. Together, these two sections will motivate students to develop both local understanding and global awareness while using English as a tool for communication.

Learning through Models

A key feature of this textbook is the close connection between input and output. Before students are asked to give a presentation or complete a writing task, they first engage with carefully selected reading passages and recorded lectures. These materials serve two important purposes:

- They provide authentic, relevant, and stimulating content about cultural topics.
- They demonstrate the presentation and writing techniques that students will have to use later.

In this way, reading and listening do not function as isolated language exercises. Instead, they prepare students for successful speaking and writing projects by

providing clear examples of effective communication.

Students learn by observing how skilled communicators organize ideas, develop arguments, support claims with examples, and engage audiences. They then apply these same techniques in their own work.

Progressive Skill Development

The book follows a progressive approach to communication development. Students begin by learning individual presentation and writing techniques. As they move through the units, they gradually acquire a larger set of communication tools and strategies.

Over time, students learn how to:

- Organize information clearly
- Develop ideas logically
- Support claims with examples and evidence
- Engage audiences effectively
- Adapt communication methods for different purposes and genres

Eventually, students will integrate all of these individual skills into complete presentations and produce longer pieces of writing.

This progression allows students to build confidence while steadily developing greater independence as communicators.



Support for Presentations and Writing

Each presentation unit includes practical delivery guidance. This helps students support their content construction with effective delivery techniques that include communication methods, audience engagement, and body language.

Each writing unit includes a dedicated language toolbox that provides useful language patterns. These toolboxes help students construct stronger paragraphs and essays while exercising ever-greater control over both academic and professional English.

About the Authors

The authors of this book all share a wealth of experience in preparing students for presentations and writing. In addition to their academic qualifications, many have achieved the internationally recognized Certificate of Practicing Teachers from Trinity College London, attesting to the value of their teaching practices.

The lead author, Farhad A.K. Cassim (aka Wang Yu-Rui) is an award-winning teacher and student advisor who currently serves as the Director of Trinity College London's CertPT Program at National Yunlin University of Science and Technology. In his capacity, he has acted as the lead EMI trainer for several teachers, helping them achieve their own formal qualifications as EMI teachers through Trinity College London's collaboration with National Yunlin University of Science and Technology.



CONTENTS

Unit	Topic	Communication Goal	Reading Focus	Lecture Focus	Application
1	Population p. 12	Connect facts to human experiences through storytelling	Personal narrative on Taiwan's changing population	Storytelling and personal narrative structure	Group narrative presentation
2	Temples p. 26	Present factual information in an engaging and meaningful way	Taiwan's temples as centers of faith, tradition, and community life	PEARL framework for reporting facts in an engaging way	Group informative presentation using the PEARL framework
3	Religions p. 40	Present statistical information in a clear, engaging, and meaningful manner	Religious diversity, syncretism, and faith communities in Taiwan	GAP IT method of communicating statistical data	Individual presentation using statistical data and the GAP IT method
4	Festivals in Taiwan p. 54	Explain cultural events clearly by organizing information into meaningful categories	The Dragon Boat Festival through its process, activities, roles, timeline, and symbolism	PARTS framework for describing festivals and cultural events	Group festival presentation using the PARTS framework and interactive audience participation
5	Traditional Arts p. 68	Deepen audience understanding by combining multiple sources of information and perspectives	Taiwan's traditional arts as living expressions of culture, history, and identity	Using visuals, stories, quotations, expert voices, and historical references in presentations	Group mind map presentation using multiple sources and audience engagement strategies

Unit	Topic	Communication Goal	Reading Focus	Lecture Focus	Application
6	Taiwan's Night Markets and Food Culture p. 82	Inspire audiences to take action and connect personally with available cultural experiences	Taiwan's night markets as places where food, culture, community, and innovation come together	Using effective call-to-action strategies in presentations	Informal motivational presentation about a Taiwanese food with audience interaction and a call to action
7	Historical Buildings and Places p. 100	Explain problems and solutions persuasively while supporting claims with evidence	Dihua Street as a case study of historical preservation through adaptive reuse	Monroe's Motivated Sequence and the use of evidence to support claims	Analyze and strengthen a presentation by identifying missing evidence and improving each stage of Monroe's Sequence
8	Music and Movies p. 116	Explain cultural significance by balancing credibility, emotion, and reasoning	Taiwanese songs as reflections of shared experiences, emotions, and cultural values	Using ethos, pathos, and logos to build persuasive cultural presentations	Strengthen a presentation by finding and adding evidence to support claims using ethos, pathos, and logos
9	Taiwan's Café Culture p. 130	Interpret cultural meaning by moving from observation to insight	Taiwanese café culture as a reflection of urban life, design values, and cultural identity	The Interpretive Presentation framework	Analyze a familiar place and develop an interpretive paragraph that connects observation to cultural meaning
10	Pop Music p. 144	Express and support an opinion with clear explanations and specific examples	Pop music as a source of philosophical reflection on identity, emotions, and self-awareness	Structure of an effective opinion paragraph (topic sentence, explanation, specific example, concluding sentence)	Plan and write an opinion paragraph about the influence of pop music using supporting explanations and examples

Unit	Topic	Communication Goal	Reading Focus	Lecture Focus	Application
11	Streaming Platforms p. 158	Contrast two ideas by focusing on one clear difference and supporting that focus with a detailed example	How streaming platforms transformed entertainment through greater content variety, viewing flexibility, and global access	Structure of an effective comparison–contrast paragraph (topic sentence, explanation, specific example, concluding sentence)	Plan and write a comparison–contrast paragraph about streaming platforms and another form of media or entertainment
12	Games p. 172	Classify information by identifying categories, describing their characteristics, and illustrating both with concrete examples	Board games, card games, and digital games as distinct forms of modern gaming culture	Structure of an effective classification paragraph (category, characteristics, example, concluding sentence)	Plan and write a classification paragraph about a specific type of game and explain its key characteristics through a detailed example
13	The Creator Economy p. 186	Explain a problem and propose a realistic solution supported by evidence and examples	Challenges and opportunities in the creator economy, focusing on unstable income and subscription-based solutions	Structure of an effective problem–solution paragraph (problem, explanation, example, result, solution, explanation, example, result)	Plan and write two connected paragraphs explaining a creator economy problem and a practical solution using real examples
14	The Digital Nomad Lifestyle p. 202	Explain a process by describing key steps, their purposes, and their outcomes	The process of becoming a digital nomad through skill development, client acquisition, work organization, and online	Structure of an effective process paragraph (step, actions, importance, example, result)	Plan and write a process paragraph explaining one important step in becoming a successful digital worker or content creator
© COSMOS CULTURE LTD			entrepreneurship		

Unit	Topic	Communication Goal	Reading Focus	Lecture Focus	Application
15	Fan Culture p. 218	Explain how a specific cause leads to a particular effect using detailed examples and evidence	How online interaction, shared identity, and collective action create strong fan communities and cultural influence	Structure of an effective cause-and-effect paragraph (cause, explanation, example, effect)	Plan and write a cause-and-effect paragraph explaining one reason for strong fandom and its impact on fan behavior
16	Stock Markets and Investing p. 234	Evaluate both the benefits and risks of an issue by supporting each perspective with clear examples	Investing as both an opportunity for long-term financial growth and a source of financial risk	Structure of an effective advantage-disadvantage paragraph (advantage/disadvantage, explanation, example, insight)	Plan and write two paragraphs evaluating one advantage and one disadvantage of a financial or investment-related topic
17	Ice Cream or Gelato p. 252	Compare and contrast two subjects by organizing similarities and differences effectively	How ingredient composition, production methods, and serving temperature create different sensory experiences in ice cream and gelato	Block and point-by-point methods for organizing comparison-contrast essays	Reorganize and rewrite a comparison-contrast essay using an alternative organizational pattern
18	Wearable Technology as Fashion p. 262	Develop and defend an opinion through a multi-paragraph essay supported by reasons and evidence	Wearable technology as both a fashion trend and a social issue involving identity, privacy, and technological dependence	Structure of an effective opinion essay (introduction, supporting reasons, examples, conclusion)	Plan and write a complete opinion essay on whether wearable technology is more beneficial or harmful to society



(photo by AI)

UNIT

1

Population

1

Reading

- A** The words below appear in the article. Check the meaning of any unfamiliar words and guess what the article will be discussing on the topic.

1. farming village	2. community	3. fast-paced	4. transform
5. migration	6. resilience	7. resource	8. tradition
9. colonial	10. swell	11. adapt	12. cultural shift
13. citizen	14. statistics	15. diverse	16. melting pot

- B** Read the article below and choose the correct answer (A, B, C, or D) for the multiple-choice questions that follow it.



Growing Together:

A Family Journey Through Taiwan's Changing Population



(photo by AI)

When I was young, I loved sitting with my grandma on the patio of our family home in Taipei. She would shell peanuts or prepare tea while telling me stories about her childhood in a Hakka **farming village** in the hills of southern Taiwan. She spoke of days spent tending rice paddies, preparing traditional drinks like lei cha (Hakka pounded tea), and celebrating festivals that brought

(photo by AI)



↑ lei cha (Hakka pounded tea)

the whole **community** together. As I grew up in a **fast-paced**, modern city, surrounded by skyscrapers and the hum of scooters, those stories felt like they came from another world. However, as I've learned more about Taiwan's history, I see how her life and mine are deeply connected and part of a larger story of Taiwan's population **transforming** over time.

Grandma's stories often began with her family's **migration** to Taiwan. "Your great-

great-grandfather came here from Guangdong Province," she would say. Like many Hakka, her family worked hard to build a life in the rugged countryside. The Hakka were known for their **resilience**, she'd remind me, proudly recounting how her village shared **resources** and supported one another during tough times. "We had little, but we always had enough," she would say, smiling as she described how the community celebrated the Lunar New Year with simple yet heartfelt **traditions**.

As I got older, I started understanding better how Taiwan's population grew and changed over time. Grandma told me how, during Japanese **colonial** rule, her village began to modernize. "The Japanese brought schools, railroads, and factories," she said. "They influenced how we lived." She described how her younger siblings attended Japanese-style schools, learning to write new characters and sing unfamiliar songs. "We still made our tea and planted our fields, but we were also learning to see the world differently," she said.

The biggest changes, Grandma told me, came after the end of World War II. Taiwan's population **swelled** as countless mainland Chinese fled to Taiwan after the Chinese Civil War. "Our quiet village felt like it doubled overnight," she said. New neighbors brought new food and a new language, and Mandarin quickly became the island's dominant language. Grandma recalled how her family tried to **adapt** to this new Taiwan, balancing their Hakka traditions with the larger **cultural shifts** around them. She would often say, "We struggled but we tried to share our ways."

Now, living in Taipei, I see how Taiwan continues to grow and change, presenting the population of Taiwan with new features. The younger generation has found new ways to represent old traditions. They have also embraced modern elements of foreign



cultures, like K-Pop and Hip-Hop. Middle Eastern and Southeast Asian restaurants dot our streets, as our cultural environment expands with people from countries like the U.S.A., U.K., South Africa, Russia, Vietnam, Indonesia, and the Philippines becoming new Taiwanese **citizens** and adding new layers to our cultural story.

Grandma sometimes shakes her head at the changes, saying, “It’s so different from my village,” but we’ve always been good at adapting,” she says with a knowing smile.

↑ Taiwan’s youth blend tradition with global culture in an increasingly diverse society. (photo by AI)

Grandma’s stories have taught me that Taiwan’s population is not just about numbers or **statistics**—it’s about people. Her life in a quiet

Hakka village and my life in a modern city are chapters in the same story. Taiwan’s history is one of transformation, resilience, and connection. From the first settlers who crossed the strait to the vibrant, **diverse** island we are today, Taiwan has become a unique **melting pot** of cultures, experiences, and aspirations and it’s a story of people like my grandma and me, finding harmony between the past and the future, and creating something beautiful along the way.



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(photo by AI)



Hakka Culture

Around 4.5 million Hakka people live in Taiwan. They first came from China. The Hakka have a distinctive language, customs and food. Some of them live in small villages, such as Meinong in southern Taiwan, and have preserved their culture.

The Hakka people have a reputation for being hardworking and frugal. The Hakka cuisine differs from other types of Chinese cuisine. Some famous Hakka dishes are fried pig intestines with shredded ginger, Hakka stir-fry, and preserved mustard and pork soup.

Oil paper umbrellas are one type of traditional Hakka craft. The frame of the oil paper umbrellas produced in Meinong is made from bamboo, mainly moso bamboo. Persimmon oil and hand painted images are added to complete the umbrella.



fried pig intestines with shredded ginger



Hakka stir-fry



simmered bamboo shoots



lei cha

Reading Comprehension

- _____ 1. What is the main focus of the first paragraph?
- (A) Explaining the history of the Hakka people.
 - (B) Describing the author's connection to Grandma through her stories.
 - (C) Highlighting the differences between rural and urban life.
 - (D) Introducing the modernization of Taiwan.
- _____ 2. What activity does the author describe doing with Grandma at the beginning of the story?
- (A) Preparing lei cha (Hakka pounded tea) together.
 - (B) Working in the rice paddies of southern Taiwan.
 - (C) Celebrating Lunar New Year in Taipei.
 - (D) Listening to Grandma's stories.
- _____ 3. What historical event does Grandma describe about her family's past?
- (A) Their migration from Guangdong Province to Taiwan.
 - (B) The introduction of railroads and schools during Japanese rule.
 - (C) The modernization of Taiwan's urban areas.
 - (D) The arrival of Mandarin speakers after World War II.
- _____ 4. How does Grandma describe the life of her Hakka village?
- (A) A place that resisted all outside influences.
 - (B) A tight-knit community that shared resources and celebrated traditions.
 - (C) A village that struggled to survive after the migration.
 - (D) A farming community that rejected modernization.
- _____ 5. How did Japanese colonial rule impact Grandma's village?
- (A) It brought railroads, schools, and factories, changing how people lived.
 - (B) It isolated rural areas from modernization.
 - (C) It introduced only agricultural techniques to the region.
 - (D) It led to conflicts between indigenous peoples and settlers.

Hakka Architecture



traditional tulou building



three-section compound



Hakka Cultural Museum in
Kaohsiung

- _____ **6. How does Grandma explain the population changes in Taiwan after World War II?**
- (A) The village stayed the same despite the migration.
 - (B) The arrival of mainland Chinese refugees doubled the village's population.
 - (C) Mandarin became the dominant language while Hakka traditions disappeared.
 - (D) The migration only affected Taiwan's urban areas.
- _____ **7. What does the author observe about the diversity of modern Taipei?**
- (A) The preservation of Hakka traditions in urban settings.
 - (B) The presence of Middle Eastern and Southeast Asian restaurants and New Taiwan citizens.
 - (C) The dominance of Mandarin in all aspects of life.
 - (D) The return to rural farming practices in the city.
- _____ **8. How does Grandma feel about the changes in modern Taiwan?**
- (A) She rejects the new cultural diversity.
 - (B) She feels nostalgic but accepts Taiwan's ability to adapt.
 - (C) She believes the younger generation has lost touch with traditions.
 - (D) She wishes for a return to the old Hakka ways.
- _____ **9. What is the main connection the author makes between their life and Grandma's life?**
- (A) Both lives reflect the tension between tradition and modernization.
 - (B) Both lives show the challenges of living in rural Taiwan.
 - (C) Both lives are part of the same story of Taiwan's transformation.
 - (D) Both lives highlight the struggles of the Hakka people.
- _____ **10. What message does the author conclude with about Taiwan's population?**
- (A) Taiwan's population has always resisted change.
 - (B) Taiwan's population is about people, transformation, and resilience.
 - (C) Taiwan's traditions have been replaced by modern influences.
 - (D) Taiwan's history is disconnected from its present.

Hakka Cuisine



Hakka chai bao



Hakka stir-fry



Hakka flat noodles

A

Listen to a short talk about storytelling and fill the blanks in the table with the correct storytelling skill.

Description	Storytelling Skill
1. Where you catch the audience's attention.	
2. Where you give the background or details to help people understand the story.	
3. Where you add events and details that lead to the most important moment.	
4. The most important moment of the story.	
5. Where the story ends and everything comes together.	
6. Where you explain what the story means and connect it to the facts.	

Lei Cha (Pounded Tea)



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lei cha ingredients



lei cha powder



lei cha can be served with shredded vegetables, minced meat, and other toppings.

- B** Refer back to the article. Answer the questions for each part of the story to identify and understand the storytelling structure.

Storytelling Skill	Questions to Help You Write the Part of the story
1 Beginning 	1. What did Grandma do on the patio? 2. How did the writer feel about her stories at first? 3. What did the writer realize later about his grandma's life?
2 Context 	1. Where did Grandma's family come from? 2. What kind of work did her family do? 3. What traditions did they follow in the village?
3 Building the Narrative 	1. How did life change during Japanese colonial rule? 2. What happened after World War II? 3. How did Grandma describe the arrival of mainland Chinese migrants?

4 Turning Point 	1. How does the author describe modern Taiwan in Taipei? 2. What cultural influences have appeared in Taiwan today? 3. What does the author mean by "new layers to our cultural story"?
5 Resolution 	1. How did Grandma feel about the changes in Taiwan? 2. What did Grandma say about the way people in Taiwan adapted to the changes?
6 Reflection and Connection 	1. How does the author explain the meaning of the story? 2. What does the author say about Taiwan's population as being more than numbers?

3

Conversation



Listen to the conversation between Student **A** and Student **B** about their teams' approaches to writing a personal narrative on a topic related to population demographics in Taiwan. As you listen, complete the table below by choosing **A** or **B** to indicate which student (**A** or **B**) each answer belongs to.

1. What are Student **A** and Student **B** 's topics?
 - ☐ Writing about fewer children in the community.
 - ☐ Writing about changing demographics in neighborhoods.
2. How did each team decide to complete the assignment?
 - ☐ Describes what neighborhoods were like before the changes—who lived there and how it felt.
 - ☐ The team collaborates to craft one story by dividing it into parts.
3. What content is each team choosing to include for their stories' beginning?
 - ☐ Describes what neighborhoods were like before the changes— who lived there and how it felt.
 - ☐ Opens with a description of what the community was like in the past, focusing on active streets.
4. What content is each team choosing to include for their stories' context?
 - ☐ Explains why changes happened, like families moving or new people arriving.
 - ☐ Explores the reasons for quieter neighborhoods, such as fewer children in families.
5. What content is each team choosing to include to build the narratives of their stories?
 - ☐ Specific changes like new shops and different interactions among people in the area.
 - ☐ Detailed memories about how the community changed, including quieter parks and fewer activities.
6. What content is each team choosing to include for the turning point of their stories?
 - ☐ Realizing that changes bring opportunities for cultural exchange and learning from others.
 - ☐ Reflecting on how cultural differences create opportunities to meet new people.
7. What content is each team choosing to include for the resolution of their stories?
 - ☐ Reflects on enjoying the changes while still hoping for more lively neighborhoods in the future.
 - ☐ Describes seeing the area as more dynamic and culturally diverse now.
8. What content is each team choosing to include for their reflection and connection?
 - ☐ Relates changes to broader population issues, such as the low birth rate and adapting communities.
 - ☐ Connects the diversity in neighborhoods to Taiwan's openness to different cultures.

4

Your Turn!

Presentation skills

In a group, collaboratively write a personal narrative about Taiwan's population using storytelling techniques (beginning, context, building the narrative, turning point, resolution, reflection and connection). After completing your story, share it with members of other groups, and then prepare to share it with the entire class in an engaging way.

Topic Choices

- 1 Fewer children in the community and its impact on neighborhoods.
- 2 The changing demographics of people living in a neighborhood.
- 3 How immigrants or New Taiwanese influence family life.
- 4 Working in a multinational corporation and the cultural dynamics of the workplace.
- 5 How urbanization has changed a rural village.
- 6 How a local activity reflects the diversity of Taiwan's population.
- 7 Experiences of a family adjusting to Taiwan's aging population.
- 8 Other: _____ (confirm topic with teacher)

Steps to Follow

1 Choose your topic:

Select one topic from the list above or propose your own and confirm it with the teacher.

2 Plan together:

Think of the different approaches the students used to complete their assignment in the conversation below. Decide which approach you will be taking for your assignment.

3 Assign roles:

Each member should be involved in each step of this assignment. Divide the writing by assigning one storytelling technique to each member (e.g., one writes the beginning, another writes the context, etc.).

4 Draft collaboratively:

Work together to ensure all parts connects smoothly and that they reflect the group's shared vision.

5 Review and revise:

Read the complete story as a team and edit for clarity, flow, and impact.

6 Practice presenting:

Each member practices reading the completed story aloud. Focus on using the speaking tips, such as varying your tone, pausing for effect, and emphasizing key words.

7 Share with another group's member :

Each member finds a partner from a different group and shares their story. Provide feedback on clarity, storytelling techniques, and delivery.

8 Class presentation:

Be ready to share your group's story with the class if you are called to the front. This is not a formal presentation, so you can look at your script (story) while presenting, but try to occasionally look at your classmates to make the presentation more interactive and engaging.

9 Reflection:

After presenting, reflect on what went well and what you could improve on in your storytelling and delivery.

Speaking Tips

Using Voice



Your voice can make your story more interesting and easier to follow. Here's how, with some examples:

- 1 **Change Your Tone:** Use an excited tone for happy parts and a calm tone for emotional parts.

→ The streets were so full of children **laughing and playing** (excited tone), but now they are so quiet. (calm tone)

- 2 **Pause for Effect: Stop for a moment** after big ideas.

→ And then . . . my grandma said something I'll never forget: "Even if it's quiet now, we've learned to adapt." (pause)

- 3 **Stress Key Words:** Say the most important words **louder or slower**.

→ Our **community** has **changed** over time, but the **connections** between people are still strong. (emphasize words like "community," "changed," and "connections")

© COSMOS CULTURE LTD: Make sure each word is easy to hear.

→ The population is growing in diversity. (If you rush, people might miss your point. Say it slowly and clearly)

Grammar for Speaking

Study the example sentence for each step. Then write a new sentence using your own ideas. Finally, use your sentences to create a short presentation script.

1 Beginning

Example I remember visiting my grandmother's village every summer when I was younger.

Your Turn I remember . . . (personal memory / place / experience) when I was younger.

2 Context

Example At that time, most people knew all of their neighbors and children often played outside together.

Your Turn At that time, . . . (description of life / people / situation)

3 Building the Narrative

Example As time passed, more and more young people moved to the cities to work and new buildings appeared.

Your Turn As time passed, . . . (change / development / trend)

4 Turning Point

Example The biggest change came when a new highway was built which connected the village to the city.

Your Turn The biggest change came when . . . (important event / turning point)

5 Resolution

Example In the end, people adapted to these changes and found new opportunities.

Your Turn In the end, . . . (result / outcome)

6 Reflection and Connection

Example This story shows that communities can change while still preserving their identities.

Your Turn This story shows that . . . (lesson learned / reflection / connection to a bigger idea)

7 Putting It All Together

Use your sentences to create a short presentation script.
