

# Easy Speaking for Speeches

Liana Robinson



## Easy Speaking for Speeches 3

Liana Robinson

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7212 Canary Lane,  
Sachse, TX, USA

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# Contents

 UNIT 01	Things I Want to Learn .....	6
 UNIT 02	I Don't Like It .....	14
 UNIT 03	After School .....	22
 UNIT 04	Then and Now .....	30
 UNIT 05	My Favorite Holiday .....	38
 UNIT 06	Helping the Earth .....	46
 UNIT 07	My Chores .....	54
 UNIT 08	A Country Report .....	62
 UNIT 09	The Best Birthday .....	70
 UNIT 10	A Lost Item .....	78
 UNIT 11	The Person I Want to Be .....	86
 UNIT 12	My News Report .....	94
	Transcripts .....	103

# How to Use This Book

*Easy Speaking for Speeches* is a learner-friendly, three-book introductory series for English language learners in elementary school. It emphasizes public speaking and presentation skills, but students will also cultivate their reading, listening, and writing skills. Each unit features an original video presentation organized, written, and delivered by a student presenter. These video presentations utilize helpful sentence patterns that can be used by students to create their own unique, polished presentations. *Easy Speaking for Speeches* teaches learners how to think things through and confidently express their own ideas.



## « Getting Ready »

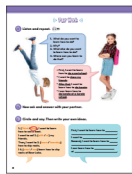
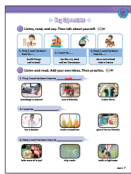
This activity introduces students to the unit topic using a question and sample answer. It gets students to begin thinking about what they will say in their own presentations.

## « Partner Practice »

This is a quick speaking activity that highlights a grammar point and/or clarifies vocabulary.

## « Key Expressions »

The first half of the page begins with a partner activity that introduces three sentence structures. The second half of the page provides key vocabulary items that can be used in the target sentence structures. Students should complete the sentences with their own ideas or opinions and share about themselves.



## « Pair Work »

Here students practice speaking, grammar, and writing. The first activity incorporates key questions that are answered by the content of the presentation. Then students practice grammar in order to make sure they know how to structure their responses correctly. Finally, students are given the opportunity to express their own thoughts. With pair work, students gain confidence speaking with one another before giving their presentations in front of the whole class.

## « Study »

This page provides students with a variety of examples of sentence patterns and vocabulary they can use to express themselves. It also provides fluency practice and enables learners to become confident speakers.





QR codes in each unit provide links to original presentations given by talented student presenters.



### « Presentation »

Students watch a model presentation given by a native speaker of English. This allows students to learn from a peer and feel confident when giving their own presentations. First, students watch the presentation. They observe the verbal and non-verbal cues given by the presenters. Then they listen carefully while writing the missing words.

### « Speaking Tip »

This section includes a useful tip to help students improve their public speaking skills.



### « More Expressions »

Here students are exposed to additional vocabulary and/or sentence patterns that will help them with their own presentations. The activity prepares students for brainstorming about their own presentations.



### « Your Turn »

Students begin the guided process of preparing their personal presentations. Here students narrow their ideas and write down vocabulary and expressions that they brainstorm related to their personal experiences or opinions.

### « First Draft »

This page provides a guided framework that allows students to write the first draft of their speech. It helps students prepare the introduction, body, and conclusion of their speeches. This page also provides a variety of introductory and concluding statements for students to choose from.

### « Portfolio »

In the **Portfolio**, students will find space to write their final drafts. At the top of each **Final Draft** page, students will find an additional example speech. This example supports creativity and reminds students of useful sentence patterns. After completing their final drafts, students are ready to memorize their speeches and create their own **Visual Aids** (pictures, drawings, images from magazines, etc.). The **Portfolio** includes space for students to attach their visual aids; however, students may also make posters, create computer presentations, or even bring in small items. Lastly, if students need additional assistance memorizing their presentations, there are guided **Presentation Notecards**.



### « Peer Evaluation Form »

At the back of the **Portfolio**, students will find a guided **Peer Evaluation Form**. Students should complete a peer evaluation for each speech they hear.

# UNIT 01

# Things I Want to Learn

## (( Getting Ready ))

● Look and listen. 

What do you want to learn how to do?



First, I want to learn how to bake.  
I want to bake a cake for my  
dad's birthday.  
Second, I want to learn how to  
rock climb.

## (( Partner Practice ))

A Listen and repeat. 



- first
- second
- third
- fourth
- then
- next
- after that
- finally

**First**, I want to learn how to **draw**.  
**After that**, I want to learn how to **code**.

B Point to a word. Your partner says it with his/her own idea.  
... , I want to learn how to (idea).

# « Key Expressions »

**A** Listen, read, and say. Then talk about yourself. 



1. First, I want to learn how to . . .

build things  
sail a boat



2. I want to . . .

be like my dad  
sail on the ocean



3. Next, I want to learn how to . . .

do a cartwheel  
ride a horse



**B** Listen and read. Add your own ideas. Then practice. 

1. First, I want to learn how to juggle.



bandage a wound



use a blender



make slime

2. I want to \_\_\_\_\_.



be a doctor



make smoothies

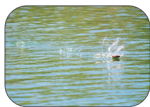


give it to my friends

3. Next, I want to learn how to \_\_\_\_\_.



take care of a pet



skip rocks



walk a tightrope

## « Pair Work »

### A Listen and repeat.



1. What do you want to learn how to do?
2. Why?
3. What else do you want to learn how to do?
4. Where can you learn to do that?

- First, I want to learn how to do a cartwheel.
- I want to show my friends.
- After that, I want to learn how to do karate.
- I can learn how to do karate at a karate school.



### B Now ask and answer with your partner.

### C Circle and say. Then write your own ideas.



1. (Third / **First**), I want to learn how to sail a boat.  
I want to sail 2. (**with** / of) my friends.  
Then, I want to 3. (**learn** / learning) how to skip rocks.  
I 4. (**want** / can) learn how to skip rocks at Bear Lake.

First, I want to learn how to \_\_\_\_\_  
I want to \_\_\_\_\_  
\_\_\_\_\_, I want to learn how to \_\_\_\_\_  
I can learn how to \_\_\_\_\_  
at \_\_\_\_\_.



Sample Answer

# « Study »

## A Practice and say.

There are many things that I want to learn how to do.  
First, I want to learn how to . . .  
I want to . . .  
Second, I want to learn how to . . .  
I can learn how to . . . at . . .

1.



code / make a game /  
make smoothies /  
school

2.



rock climb / climb high  
/ take care of a pet /  
my grandpa's farm

3.



ride a horse / ride it  
fast / walk a tightrope /  
Gina's house

## B Read. Then practice each speech with your partner.

1.



I want to learn a lot!  
First, I want to learn how to **braid my hair**.  
I want to **do it myself**.  
**Second**, I want to learn how to **make slime**.  
I can learn how to **make slime** at home on my computer.

2.



What do I want to learn how to do?  
First, I want to learn how to **dive**.  
I want to **go deep under the water**.  
**Next**, I want to learn how to **bandage a wound**.  
I can learn how to **bandage a wound** at school.

3.



I have so many things to learn!  
First, I want to learn how to **read a map**.  
I want to **hike in the forest**.  
**After that**, I want to learn how to **build things**.  
I can learn how to **build things** at my uncle's house.

## « Presentation »


**A** Watch the presentation. Listen carefully. 

### Things I Want to Learn



Video



**B** Watch the presentation again. Write the missing words.  

There are so many <sup>1</sup> \_\_\_\_\_ things to learn.

Here are my <sup>2</sup> \_\_\_\_\_ three.

First, I want to learn how to speak Italian.

I can say, "<sup>3</sup> \_\_\_\_\_. Ciao."

I want to go to Italy someday.

<sup>4</sup> \_\_\_\_\_, I want to learn how to fence.

There is a fencing school near my mom's office.

And <sup>5</sup> \_\_\_\_\_, I want to learn how to play the drums.

I <sup>6</sup> \_\_\_\_\_ it will be hard.

What about you?

#### Word-Bank

1. interesting / wonderful
2. best / top
3. Friend / Hello
4. Next / Second
5. finally / third
6. know / think

Speech Word Count: 71

## « Speaking Tip »

● Check (✓) the correct picture. 

1. 

Keep moving your hands and arms while you talk.

2. 

Use clear gestures.

TIP

You can use your hands when you talk, but don't use them too often. Try to practice a few gestures to use during your speech. They should help people understand what you're saying.

## « More Expressions »

● Practice the expressions. Check (✓) the things that are true about you.

I want to learn how to ...



play rugby



drive a car

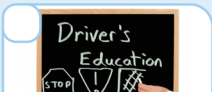


act

There is/are ...



a team at school



a class in high school



acting classes at the theater

I think ...



it looks fun



I need to be older



it's cool