

1B

SPEAKING TUTOR

With Audio CD

Interactive Roleplays

Liana Robinson



Blended
with
e-Tutor
online
Registered Users Only

1B

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Acquisitions Editor: Zoe Smith
Content Editor: Casey Malarcher
Illustrator: Apyl Stott
Design: Design Plus

email: info@compasspub.com
<http://www.compasspub.com>

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Speaking Tutor Syllabus – Book 1

Book	Theme	Unit	Topic	Speaking Form	Speaking Focus
1A	People	1	School Buddies	• Asking Questions	• <i>Is it + (preposition) + (object)?</i> ; Contracted verb forms; Descriptive adverbs; <i>Wh-</i> questions
		2	Memorable Stories	• Possessives	• <i>You're going to/You get to . . .</i> ; Possessives; Past simple verbs
		3	Things People Do	• Open-Ended vs. Closed Question Forms	• Describing occupations; <i>Yes/No</i> questions
		4	Successful People	• Prepositions	• <i>It is + (weather)</i> ; Prepositions; Irregular past tense
	Activities	5	Popular Sports	• Frequency of Habits	• Adverbs of frequency; Countable and uncountable nouns; Talking about diets
		6	Saving the World	• Past Progressive	• Present progressive; Past progressive; Interjections and exclamations
1B	Activities	1	Interesting Hobbies	• Spoken <i>Gonna</i>	• <i>Going to/Gonna</i> ; <i>Will</i> (future predictions)
		2	Festivals Around the World	• Future Time Clauses	• Likes and dislikes; Future conditional
	Arts & Crafts	3	Famous Works of Art	• Dependent and Independent Clauses	• Future plans; <i>If-</i> conditionals
		4	Famous Architecture	• Position of Adjectives	• Describing landmarks; comparing— <i>same, similar, different</i> ; Order of adjectives
		5	How to Make Something	• Comparative Adjectives	• <i>As . . . as . . .</i> ; Irregular comparatives
		6	How to Cook	• Superlative Adjectives	• Discussing foods; Superlatives

Scope & Sequence

Title of the Roleplay/Dialogue (Speaking Tutor)	Title of the Roleplay/Dialogue (e-Tutor)
<ul style="list-style-type: none"> • I Can't Find It • Interview with a Careless Person 	<ul style="list-style-type: none"> • Daniel's Lost House Key • A Forgetful Person
<ul style="list-style-type: none"> • You Won! • An Exciting Summer 	<ul style="list-style-type: none"> • Paul Wins a Prize to a Summer Camp • Billy's Summer Camp Experience
<ul style="list-style-type: none"> • I Love My Job • Who Is That? 	<ul style="list-style-type: none"> • Freddy Flier Talks About His Job • Interview with David Allison, Museum Curator
<ul style="list-style-type: none"> • You Forgot Something! • An Interview with Justin Bieber 	<ul style="list-style-type: none"> • Bill Gates's Lost Cell Phone • Interview with Andrew Carnegie
<ul style="list-style-type: none"> • Girls vs. Boys • On a Diet 	<ul style="list-style-type: none"> • Do You Often Come Surfing Here? • Interview with an Ironman Champion
<ul style="list-style-type: none"> • Wetlands • Helping Out 	<ul style="list-style-type: none"> • The Importance of Wetlands • Dr. Tilley's Studies on Global Warming
<ul style="list-style-type: none"> • Visiting Grandma • This Summer 	<ul style="list-style-type: none"> • Growing Vegetables • Jack's Rock Collection
<ul style="list-style-type: none"> • Chinese New Year • Cherry Blossoms 	<ul style="list-style-type: none"> • The Tomato-Throwing Festival • Trip to an Indian Festival
<ul style="list-style-type: none"> • Art Museums • Wood Carvings 	<ul style="list-style-type: none"> • The Trevi Fountains • Edvard Munch Explains Being an Artist
<ul style="list-style-type: none"> • Let's Go There! • Famous Structures 	<ul style="list-style-type: none"> • The Famous Leaning Pizza • Golden Gate Bridge vs. the Tacoma Narrows
<ul style="list-style-type: none"> • Paper Flowers • Secret Messages 	<ul style="list-style-type: none"> • Pressed Flowers • Comparing Two Planes
<ul style="list-style-type: none"> • I'm Cooking! • Cooking Lessons 	<ul style="list-style-type: none"> • Making Sandwiches • Milkshakes

How the Speaking Tutor Series Develops Speaking Skills

Speaking Tutor is a three-level series designed for developing students' English-speaking skills. The series provides extensive lessons from basic question and answer sequences, to independent, extended presentation. It can be used independently as an individual textbook. However, it will be best used in combination with the e-Tutor online speaking program.



Introduction to Speaking Tutor 1B

In Speaking Tutor 1B, students are exposed to further, two-speaker roleplay dialogues, gaining more practice in speaking English through guided prompts on fun and familiar personal topics. Speaking Tutor 1B is divided into six topic-based units of four lessons. Each section leads the students through the expressions and frameworks needed for producing a short, independent narrative-style speech by the end of every unit.

Students will study four lessons pertaining to one topic every unit.

Lesson 1	Dialogue & Practice	<ul style="list-style-type: none">• Exposure to key words• First dialogue: introduction and practice
Lesson 2	Extension & Detail	<ul style="list-style-type: none">• Highlighting grammar/a key language structure with practice• Creating and performing an interview roleplay
Lesson 3	Dialogue & Practice	<ul style="list-style-type: none">• Exposure to key words• Second dialogue: introduction and practice
Lesson 4	Review	<ul style="list-style-type: none">• Review of material through game-based speaking activities• Preparation towards an independent speech

* Each lesson is designed for the class of 45–60 minutes.

Possible Ways of Using the Book

The following is provided as a suggested guide to how to use this book. Further teaching tips, answer keys, and transcripts are also provided on the Compass Publishing website.

Option 1 Independently from *e-Tutor* online lesson

This approach is suggested for using the book without access to the e-Tutor program.

Have the students work through the activities in turn. Encourage students to be able to discuss all aspects of working through tasks together, from establishing instructions, understanding information, and negotiating answers. Depending on your students' current abilities, establishing collaborative work strategies might need some preparatory attention before beginning the book.

Allow the students to present any material they have worked on, whether it be a warm-up activity, a roleplay, or a presentation speech. It is important that students can feel real demands of presenting in English. As students gain confidence to present in class, encourage peer feedback. Set up activities such as voting for the best speeches.

Particular establishments might have homework requirements for which the following out-of-class extension ideas could be applied. For example, students can use the book to recycle roleplay/interview material with family members. They could even be encouraged to record their family member responses and bring the recordings to class. Another extension might be for students to research connected topic material and prepare a few lines to talk about it in the next class.

Option 2 Together with *e-Tutor* online lesson

Using Speaking Tutor as a supplement to the online e-Tutor program can follow much of the approach as if using the book independently. If the online program is featured in class, it may mean that the pacing schedule might be different. It is important to note that Speaking Tutor is not a direct replica of the online content. Therefore, the questions and activities in Speaking Tutor cannot be “answered” by the online program and vice versa. The main underlying link between e-Tutor and Speaking Tutor is that the topics are the same across corresponding units.

The e-Tutor online program makes a perfect after-class or in-class supplement to Speaking Tutor. Students can preview online material before they approach the book, or they can review the book by accessing the related online material after they have covered the related topic in the book. The e-Tutor program is fully guided by a central character who acts as the teacher, and the pacing is clearly marked into sections. Students can therefore work through the online material with no supervision at home or in class at a time that is convenient for them.

Dialogue Practice: Making Greetings
 Use your words! Roleplay this dialogue with a buddy. Select different answers each time.

1. What are you going to do this weekend?
 I'm going to go to _____
visit my grandparents **go to the beach** **visit my friends**

2. What are you going to do there?
 I'm going to _____
go to the beach **visit my friends** **eat at the cafe**

3. What _____

visit my grandparents **visit my friends** **visit my friends**

4. It's really hot, then, are you?

it's really hot **it's really hot** **it's really hot**

5. What do you do next?
 Then, we'll _____
go to the beach **go to the beach** **go to the beach**

Dialogue Practice

This section contains the main practical structures that students are expected to be able to comfortably retain for longer-term usage.

Some Dialogue Practice sections provide picture prompts so that students can substitute blanks with alternative vocabulary. At other times, students may be faced with selecting from different response options.

Students should practice the dialogues in pairs or small groups, taking turns to roleplay different characters.

Interview Questions

This section provides reinforcement for asking structurally correct questions and answers using language items relevant to the unit.

Students work in pairs to decide the appropriate words to go in the blank. Then, they decide which answer they would like to use. No answer is incorrect, but each contains a different grammatical structure to highlight the range of options available to students as well as increasing the range of vocabulary.

For competent students, there is the option of being able to create a different answer on the blank line below the already printed answers.

Interview Questions
 Fill in the question word, then, select an answer with your buddy. You can also create an answer of your own if you wish.

Who **What** **Where** **When** **Why**

How **What** **Where** **When** **Why**

- _____ **What** are you going to do this weekend?
 I'm going to _____
 (Use another word for the answer you give. Write it in your notebook.)
- _____ **How** is it?
 It's really _____
 (Use another word for the answer you give.)
- _____ **What** is your job?
 I'm _____
 (Use another word for the answer you give.)
- _____ **When** are you going to do that?
 I'm going to _____
 (Use another word for the answer you give.)
- _____ **Where** are you going to do that?
 I'm going to _____
 (Use another word for the answer you give.)
- _____ **Why** are you going to do that?
 I'm going to _____
 (Use another word for the answer you give.)
- _____ **How** does it make you feel about it?
 It makes me feel _____
 (Use another word for the answer you give.)

Warm-Up

Talk with a buddy, trade answers to the questions.

 **What's your hobby?**
 My hobby is _____
 I like _____
 I _____
 I _____
 I _____

 **What's your hobby?**
 My hobby is _____
 I like _____
 I _____
 I _____
 I _____

Grammar Focus: Will / Going to

Intention/plan/decision	Will	Intention/plan/decision	Will
Future prediction	Will	Future prediction	Will
Offer	Will	Offer	Will
Request	Will	Request	Will
Promise	Will	Promise	Will
Warning	Will	Warning	Will
Threat	Will	Threat	Will
Conditional promise	Will	Conditional promise	Will
Conditional threat	Will	Conditional threat	Will
Conditional offer	Will	Conditional offer	Will
Conditional request	Will	Conditional request	Will

Go around the class and have everyone make predictions about their future.

Who's the scientist?



Grammar Focus

A useful grammar/structural point is presented in this section with a brief explanation of the relevant construction rules. Following this are some controlled examples that use this grammar point, and then a speaking-based activity to practice the grammar point. The speaking activity can feature small groups or whole class involvement.

Interview About . . .

The aim of this interview is to give students a chance to recycle and be more creative with previously used expressions, which they should by now have reasonable familiarity with. Weaker students can opt to copy previously printed expressions as they are, while stronger students can aim to create their own question and answer dialogue.

Once students have comfortably rehearsed their interview sequence, they can be asked to come to the front of the class in pairs to roleplay their interview.

What Will You Be Doing?

Work with a buddy to fill in the missing information in the dialogues. Then, roleplay.

		All Abilities (at least 10)					
Genre	Who's the speaker?	Genre	Who's the speaker?	Genre	Who's the speaker?	Genre	Who's the speaker?
Recipe for soft ice	Anna Lee	Science lab report	Gregory Lee	Science lab report	Gregory Lee	Science lab report	Gregory Lee
Interview practice	Michelle Brown	Science lab report	Michelle Brown	Science lab report	Michelle Brown	Science lab report	Michelle Brown

1. Let's design our own model for the future school building.
2. I hope to finish my _____ by the end of the semester. Do you think I have time to do this? I'm _____ about it. Can you help me?
3. We _____ (are) planning to visit the museum. What about you? When will you be around here or how long?
4. I'm _____ (am) going to the library. Do you want to go with me? I'll be at the mall around _____ (at) 10:00. The mall is very big.
5. We _____ (are) going to the park. What will you be doing?
6. Next _____ (is) my turn to ask you a question.
7. I'll be at the mall _____ (at) 10:00. Can you help me?