

2A

# SPEAKING TUTOR

Audio CD included

**Building Oral Summaries**

Zoe Smith



Blended  
with  
**e-Tutor**  
online

Registered Users Only

2A

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Zoe Smith

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## Speaking Tutor Syllabus – Book 2

Book	Unit	Topic	Speaking Form	Speaking Focus
2A	1	The Happiest Moment	• Talking About Personal Experiences (Narrative)	• <i>Have you ever . . . ?</i> ; Present perfect tense; <i>Used to</i>
	2	Legends Around the World	• Expressing Beliefs (Narrative)	• Expressing beliefs
	3	Extraordinary Phenomena	• Explaining What Something Means (Narrative)	• Giving definitions
	4	Great Inventions	• The Passive (Narrative)	• Passive construction
	5	Two Kinds of Sports	• Contrasting (Compare & Contrast)	• Expressing differences about sports events
	6	Special Events and Special People	• Comparing (Compare & Contrast)	• Comparing sports events
2B	1	Activities in Summer vs. Activities in Winter	• Comparing and Contrasting (Compare & Contrast)	• Discussing classes; Explaining instructions; Idioms; Giving reasons for doing something
	2	At Play	• Explaining Rules (Compare & Contrast)	• Weather-based activities; Indoor games—rules and equipment; Comparing games/toys of the past with today
	3	My Ideal Life	• Supporting Opinions (Persuasive Talk)	• City vs. Countryside; Preferences for school types; Supporting your opinions; Information exchange—timetables
	4	How to Be a Good Student	• Giving Advice (Persuasive Talk)	• School rules; Punishments; Modals—Giving advice
	5	Staying Healthy	• Discussing Consequences (Persuasive Talk)	• Discussing eating and exercise habits; Persuasive advice strategies; First conditional
	6	Why Kids Need Money	• Negotiating (Persuasive Talk)	• Talking about spending habits; Second conditional; Justifying reasons; For and against debating

## Scope & Sequence

Title of the Roleplay/Dialogue (Speaking Tutor)	Title of the Roleplay/Dialogue (e-Tutor)
<ul style="list-style-type: none"> <li>• A Special Guest Speaker—The Science Teacher</li> <li>• I Won a Hotdog-Eating Contest Once</li> </ul>	<ul style="list-style-type: none"> <li>• A Special Guest Speaker—The Principal</li> <li>• Billy's Hotdog Eating Contest</li> </ul>
<ul style="list-style-type: none"> <li>• This Museum Is So Cool</li> <li>• Let's Check It Out!</li> </ul>	<ul style="list-style-type: none"> <li>• This Museum Is So Cool</li> <li>• What Is in This Room?</li> </ul>
<ul style="list-style-type: none"> <li>• Do You Believe in Curses?</li> <li>• I Saw a Documentary on TV Last Week</li> </ul>	<ul style="list-style-type: none"> <li>• Do You Believe in Curses?</li> <li>• The Mummy's Curse (TV Documentary)</li> </ul>
<ul style="list-style-type: none"> <li>• I Hear That Dr. King Is a Great Speaker</li> <li>• I Didn't Know That She Was the Inventor of . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I Hear That Dr. King Is a Great Speaker</li> <li>• Thomas Edison</li> </ul>
<ul style="list-style-type: none"> <li>• He Is a Famous Athlete—Bo Jackson</li> <li>• How Do You Play . . . ?</li> </ul>	<ul style="list-style-type: none"> <li>• He Is a Famous Athlete—Bo Jackson</li> <li>• I Am Very Good at Two Sports</li> </ul>
<ul style="list-style-type: none"> <li>• What Are the Paralympics?</li> <li>• He Was In the Paralympics Three Years Ago</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation About the Paralympics</li> <li>• My Uncle Was In the Paralympics Three Years Ago</li> </ul>
<ul style="list-style-type: none"> <li>• Are You Taking Swimming This Semester?</li> <li>• I Don't Want to Take the Swimming Class in Summer!</li> </ul>	<ul style="list-style-type: none"> <li>• Are You Taking Swimming This Semester?</li> <li>• I Don't Want to Take the Swimming Class in Summer!</li> </ul>
<ul style="list-style-type: none"> <li>• I Hate Rainy Days!</li> <li>• People Liked to Play Board Games a Long Time Ago</li> </ul>	<ul style="list-style-type: none"> <li>• I Hate Rainy Days!</li> <li>• People Liked to Play Board Games a Long Time Ago</li> </ul>
<ul style="list-style-type: none"> <li>• Why Would You Want to Live at School?</li> <li>• I Have a Friend That Goes to Evergreen</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation About Boarding School</li> <li>• I Have a Friend That Goes to Briar</li> </ul>
<ul style="list-style-type: none"> <li>• What Does It Mean to Be Expelled from School?</li> <li>• I Feel Bad for Timmy</li> </ul>	<ul style="list-style-type: none"> <li>• What Does It Mean to Be Expelled from School?</li> <li>• I Feel Bad for Timmy</li> </ul>
<ul style="list-style-type: none"> <li>• I'm Starving! When Are We Going to Eat?</li> <li>• Give Me Some Broccoli, Please</li> </ul>	<ul style="list-style-type: none"> <li>• I'm Starving! When Are We Going to Eat?</li> <li>• Give Me Some Broccoli, Please</li> </ul>
<ul style="list-style-type: none"> <li>• Father, I Need a Bigger Allowance</li> <li>• I Didn't Think About Money That Way</li> </ul>	<ul style="list-style-type: none"> <li>• Father, I Need a Bigger Allowance</li> <li>• I Didn't Think About Money That Way</li> </ul>

## 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 2A

In *Speaking Tutor 2A*, students are exposed to longer roleplay dialogues, gaining extended practice in speaking English through guided prompts on fun topics. *Speaking Tutor 2A* is divided into six topic-based units of four lessons. Each section leads the students through the expressions and frameworks needed for producing short, independent oral summaries within each unit.

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

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

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

## Possible Ways of Using the Book

The following is provided as a suggestive 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.

## About the Book

**1 Dialogue & Practice**  
A Special Guest Speaker

**Warm-Up**  
Match these activities on a happiness scale. Compare your results with your partner's.

<input type="checkbox"/> watching TV	<input type="checkbox"/> drinking	<input type="checkbox"/> playing a game
<input type="checkbox"/> exercising	<input type="checkbox"/> working for the weekend	<input type="checkbox"/> going to school
<input type="checkbox"/> having a birthday	<input type="checkbox"/> shopping	<input type="checkbox"/> studying English
<input type="checkbox"/> watching a play	<input type="checkbox"/> eating	<input type="checkbox"/> talking on a phone

**Vocabulary Preview**  
Put the correct words in the blanks.

enjoy	enjoy	great	excited	excite
enjoyed	enjoyed	excitedly	excitedly	excitedly

1. What was the \_\_\_\_\_ moment of your life?  
2. It was when my team won the match \_\_\_\_\_ last year.  
3. I still can't believe that I was \_\_\_\_\_.  
4. Really? I didn't know that she was \_\_\_\_\_.  
5. Oh, she \_\_\_\_\_.  
6. You're going to \_\_\_\_\_ are going to visit us.  
7. How exciting! What are they going to talk about?  
8. I'm so \_\_\_\_\_ with my family's recent trip!  
9. Oh, how \_\_\_\_\_ it is to do!  
10. I love that \_\_\_\_\_ to be a good \_\_\_\_\_.  
11. Yes, but \_\_\_\_\_ for each quality and to really do it up.

### Warm-Up

This activity at the beginning of every lesson is designed to get the students to start to think about the key themes and language structures that will appear through the rest of the lesson/unit.

### Vocabulary Preview

The vocabulary items are typically selected as key vocabulary items from the ensuing Dialogue sections. Students need to appreciate deducing unfamiliar vocabulary from a context.

### Dialogue

The dialogues are the key interactive feature of *Speaking Tutor*, provided as a scaffold for students to develop their own roleplays on a given topic.

For the first exposure, students should be allowed to scan the dialogues, looking for familiar/unfamiliar vocabulary and aiming to get a gist of the dialogue to the extent that they can be comfortable to answer the Comprehension Check questions.

Finally, students should take turns to roleplay the dialogue to gain further familiarity with its content.

**Dialogues: A Special Guest Speaker**  
Listen to the Dialogue and enjoy with a buddy. (2)

**Teacher:** Hello, what time is your special guest speaker going to talk in?

**Student 1:** What is your speaker?

**Teacher:** A guest speaker is usually a famous person who gives a small talk.

**Student 2:** A famous person? What? Who is your guest speaker?

**Teacher:** Our guest speaker is the science teacher. He wants to talk to us about the biggest moment of his life.

**Student 1:** The science teacher?

**Teacher:** Actually, the science teacher is my boss.

**Student 3:** Hello! Welcome for giving this invitation.

**Teacher:** Before he begins a science lesson, he will be having a talk.

**Student 1:** A science teacher? What? Who is he going to?

**Comprehension Check**  
1. What are your students going to do?  
2. What is your speaker?

**Dialogue Practice: A Special Guest Speaker**

Practice speech to make. Check your answers with the recording. Then, read the story aloud, changing the words to go on each time. 2%

... I \_\_\_\_\_ about something about today I want to tell you a story.

... I need to be a writer. In fact, I could do your history part.

... One day, something very special happened to me.

... The way I \_\_\_\_\_ finished, my parents brought me a notebook.

... Every day after school I read to the coach.

... Today I am too old to read. That's why I read at the school. I love reading with young people.

... I was not always a science teacher.

... I was the world's leading championship in chess.

... It was the happiest moment of my life.

... You should feel what you are doing, too. You work hard at it.

*Handwritten notes:*  
 - I need to be a writer. In fact, I could do your history part.  
 - I was not always a science teacher.  
 - I was the world's leading championship in chess.  
 - It was the happiest moment of my life.

## 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 expressions. Then, select an answer with your buddy. You can also create an answer of your own if you wish.

What is \_\_\_\_\_? What are \_\_\_\_\_? What are \_\_\_\_\_? What are \_\_\_\_\_? What are \_\_\_\_\_?

1. \_\_\_\_\_ the happiest moment of your life?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

2. \_\_\_\_\_ are your greatest passions?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

3. \_\_\_\_\_ the great teacher you're going to talk about?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

4. \_\_\_\_\_ are you a scientist?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

5. \_\_\_\_\_ did you go to school?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

6. \_\_\_\_\_ have you been checking?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

7. \_\_\_\_\_ are you interested in?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

8. \_\_\_\_\_ are you learning English?  
 (a) I was the world's leading championship in chess. (b) I was the world's leading championship in chess. (c) I was the world's leading championship in chess. (d) I was the world's leading championship in chess.

## 2

## Extension &amp; Detail

## Warm-Up

Make some questions and answers.

1. What did you ... a. see a concert? ... a. read to his ...  
 2. Where was he ... b. born yesterday? ... c. I finished ...  
 3. How long have ... a. we been in? ... g. The Liens ...

**Language Focus: Focus: You hear** 7 – talk about experiences

You (questions)	Your Reply
• Have you ever been to London?	• Yes, he has been to a theme park.
• Have you ever been abroad?	• Yes, he has been to a shopping mall.
• Have you ever done a sport?	• Yes, he has been to a museum.
• Yes, I have / No, I haven't.	• Yes, he has / No, he hasn't.

Think of some more examples. Write them to stand at the front of the class. Your teacher will ask you questions.



## 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.

## Language 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 with a Famous Person**

Take turns with your buddy pretending to be a famous person. Make up questions and answers about their life. Listen to the sample dialogue first. >

**You ask ...**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

**Your buddy answers ...**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_