

2B

SPEAKING TUTOR

Building Oral Summaries

Zoe Smith

With Audio CD



Blended
with
e-Tutor
online
Registered Users Only

2B

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

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 2B

In Speaking Tutor 2B, students are exposed to longer roleplay dialogues, gaining even more practice in speaking English through guided prompts on fun topics. Speaking Tutor 2B 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.

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: Are You Taking Inheriting This Semester?
 Double-click on a bubble which allows you are going to talk about. Then, complete the dialogue.

Legend:
 take, study, enjoy, enroll, enroll in, enroll in, enroll in, enroll in

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 do...? What do...? Do you...? What do...? What do...? What do...?

- kind of interesting?
 How interesting? (I'm not sure about that) (I don't know) (I don't like it) (I like it)
- how to talk about it?
 How do you feel about it? (I don't know) (I don't know) (I don't know)
- I like the class?
 Do you like the class? (I don't like it) (I don't like it) (I don't like it)
- any difference to the last?
 How is it different? (I don't know) (I don't know) (I don't know)
- your school?
 How do you like your school? (I don't know) (I don't know) (I don't know)
- your school spent from a computer to use the Internet?
 How do you like the computer? (I don't know) (I don't know) (I don't know)
- the difference between the French and the Chinese language?
 How do you like the difference? (I don't know) (I don't know) (I don't know)
- getting to English from to play the guitar?
 How do you like getting to English from to play the guitar? (I don't know) (I don't know) (I don't know)

2 Extension & Detail

Warm-Up

Put the steps in order, and fill in the missing expressions.

1. _____ get some jam on another slice.
 2. _____ the bread to the toaster.
 3. _____ a slice of bread on a slice of toast.
 4. _____ and spread the jam on it.
 5. _____ and eat it together.
 6. _____ the toast.

cut
 slice
 spread
 toast
 jam

Try to make up the steps and repeat them to your family.

Language Focus: Explaining instructions

When giving instructions, underline the main action after the response expression. You don't need to underline the subject.

- How to cook: _____ the oven, _____ the oil, _____ the bread, _____ the toast, _____ the jam, _____ the toast.
 Then _____ the jam _____ the toast.

Put these steps in order and underline the main action.

1. How to make: _____ the bread, _____ the jam, _____ the toast, _____ the jam, _____ the toast.
 2. _____ the jam _____ the toast.

Put these steps in order and underline the main action.

1. How to make: _____ the bread, _____ the jam, _____ the toast, _____ the jam, _____ the toast.
 2. _____ the jam _____ the toast.

Put these steps in order and underline the main action.

1. How to make: _____ the bread, _____ the jam, _____ the toast, _____ the jam, _____ the toast.
 2. _____ the jam _____ the toast.

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 value 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 a Seasonal Activity

Choose a summer or winter activity with your buddy. Write six questions and answers about that activity. Listen to the sample dialogue first.

Your ask . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Your buddy answers . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

