

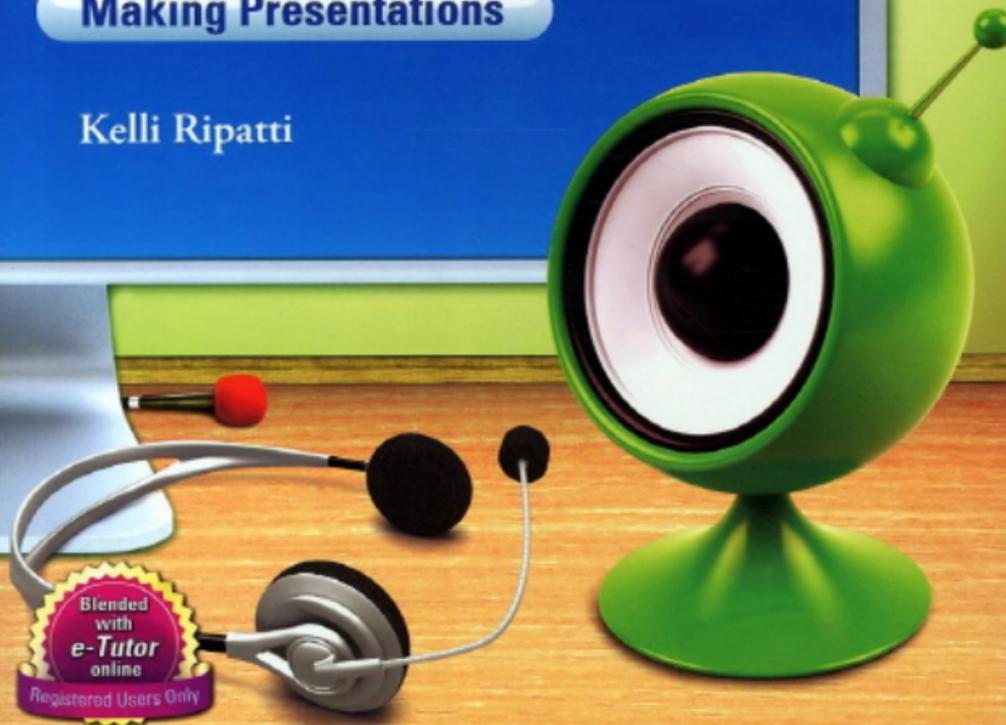
3A

Audio CD included

SPEAKING TUTOR

Making Presentations

Kelli Ripatti



Blended
with
e-Tutor
online

Registered Users Only

3A

SPEAKING TUTOR

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Speaking Tutor Syllabus – Book 3

Book	Unit	Topic	Speaking Form	Speaking Skill (Speaking Focus)	Grammar Focus
3A	1	My Favorite Vacation	<ul style="list-style-type: none"> Giving Supporting Details (Narrative) 	<ul style="list-style-type: none"> Describing a favorite vacation; Expressing reactions to show interest; Giving supporting reasons for your statements 	<ul style="list-style-type: none"> Time sequences (1)
	2	My Favorite Person/Pet	<ul style="list-style-type: none"> Giving a Description (Narrative) 	<ul style="list-style-type: none"> Describing personal qualities; Talking about a favorite pet; Explaining sequences 	<ul style="list-style-type: none"> Time sequences (2)
	3	My Favorite Food	<ul style="list-style-type: none"> Explaining a Process (Narrative) 	<ul style="list-style-type: none"> Talking about different foods; Explaining the steps involved in preparing a food 	<ul style="list-style-type: none"> Putting events in order
	4	My Favorite Book	<ul style="list-style-type: none"> Giving a Summary (Narrative) 	<ul style="list-style-type: none"> Talking about books' storylines, settings and characters; Constructing a short narrative 	<ul style="list-style-type: none"> Summarizing information
	5	Why Do Earthquakes Occur?	<ul style="list-style-type: none"> Causes and Effects (Informative) 	<ul style="list-style-type: none"> Cause and effect patterns of natural phenomena; Advanced sentence connectors 	<ul style="list-style-type: none"> Linking causes and effects
	6	How Are Products Made?	<ul style="list-style-type: none"> Steps with Supporting Reasons (Informative) 	<ul style="list-style-type: none"> Describing how objects are constructed 	<ul style="list-style-type: none"> Outlining procedural steps
3B	1	How Do We Learn About Other Cultures?	<ul style="list-style-type: none"> Giving Examples (Informative) 	<ul style="list-style-type: none"> Gaining factual information for the purpose of academic research; Narrating a travel story 	<ul style="list-style-type: none"> Exemplifying expressions
	2	Why Should We Stop Global Warming?	<ul style="list-style-type: none"> Chain Reactions (Informative) 	<ul style="list-style-type: none"> Discussing the consequences of global warming; Chain reactions 	<ul style="list-style-type: none"> Narrating with sequential expressions
	3	Should Students Be Required to Wear Uniforms?	<ul style="list-style-type: none"> Giving an Opinion (Persuasive) 	<ul style="list-style-type: none"> Justifying opinions about contemporary issues 	<ul style="list-style-type: none"> Supporting reasons for ethical standpoint
	4	Why Do We Have Rules and Laws?	<ul style="list-style-type: none"> Supporting an Opinion with Reasons and Examples (Persuasive) 	<ul style="list-style-type: none"> Explaining why rules are necessary/unnecessary 	<ul style="list-style-type: none"> Extending supporting reasons with linking words
	5	Should Kids Have Cell Phones?	<ul style="list-style-type: none"> Formulating Viewpoints (Persuasive) 	<ul style="list-style-type: none"> Forming pro- and con debates; Persuading others of your opinions 	<ul style="list-style-type: none"> Countering an opinion with expressions of agreement/ disagreement
	6	Are Video Games Good or Bad?	<ul style="list-style-type: none"> Persuading Others (Persuasive) 	<ul style="list-style-type: none"> Debating the value of video games 	<ul style="list-style-type: none"> Negotiating a viewpoint

Scope & Sequence

Title of the Roleplay/Dialogue (Speaking Tutor)	Title of the Roleplay/Dialogue (e-Tutor)
<ul style="list-style-type: none"> • We Go Camping in the Mountains • We Come to the Beach Every School Vacation 	<ul style="list-style-type: none"> • We Go Camping in the Mountains • We Come to the Beach Every School Vacation
<ul style="list-style-type: none"> • A Very Special Person • A Very Special Pet 	<ul style="list-style-type: none"> • How to Be a Great Vet • A Friend Like You
<ul style="list-style-type: none"> • How to Make a Sandwich • My Favorite Food—Pizza 	<ul style="list-style-type: none"> • How to Make a Sandwich • My Favorite Food—Pizza
<ul style="list-style-type: none"> • J.K. Rowling Talks About <i>Harry Potter</i> • My Favorite Book 	<ul style="list-style-type: none"> • J.K. Rowling Talks About <i>Harry Potter</i> • Preview of <i>Matilda</i>
<ul style="list-style-type: none"> • A Talk with a Seismologist • Earthquakes and Tsunamis 	<ul style="list-style-type: none"> • A Talk with a Seismologist • Earthquakes and Tsunamis
<ul style="list-style-type: none"> • How Pencils Are Made • How Paper Is Made 	<ul style="list-style-type: none"> • How Pencils Are Made • How Paper Is Made
<ul style="list-style-type: none"> • Researching Other Cultures • Experiencing Another Culture 	<ul style="list-style-type: none"> • Researching Other Cultures • Experiencing Another Culture
<ul style="list-style-type: none"> • Why We Should Stop Global Warming • The Effects of Global Warming 	<ul style="list-style-type: none"> • Why We Should Stop Global Warming • The Effects of Global Warming
<ul style="list-style-type: none"> • Students Should Be Required to Wear Uniforms • Students Should Not Be Required to Wear Uniforms 	<ul style="list-style-type: none"> • Students Should Be Required to Wear Uniforms • Students Should Not Be Required to Wear Uniforms
<ul style="list-style-type: none"> • Rules and Laws • New School Rules 	<ul style="list-style-type: none"> • Rules and Laws • New School Rules
<ul style="list-style-type: none"> • Kids Do Not Need Cell Phones • Kids Should Have Cell Phones 	<ul style="list-style-type: none"> • Kids Do Not Need Cell Phones • Kids Should Have Cell Phones
<ul style="list-style-type: none"> • Video Games Are Bad • Are Video Games Good or Bad? 	<ul style="list-style-type: none"> • Video Games Are Bad • Are Video Games Good or Bad?

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 3A

In *Speaking Tutor 3A*, students are exposed to longer, multi-person roleplay dialogues, gaining extended practice in speaking English around fun topics. *Speaking Tutor 3A* is divided into six topic-based units of four lessons. Each section leads the students through the expressions and frameworks needed to be able to explain a sequence of events as true to real-life academic demands.

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 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
Use On Camping in the Mountains

Warm-Up

Use your key sight vocabulary phrases. Compare with a friend. Then, say why you chose these phrases.

1. _____
2. _____
3. _____
4. _____

Highly recommended
Recommended
Not recommended

Vocabulary Preview

Put the correct words in the blanks.

about	suffer	harmful	bring	invention
edge	apprise	lead	insect	agently

1. When are you planning to go _____ your vacation?
2. My friend is planning to _____ why through the forest canyon.
3. _____
4. What do you _____ like about camping in the mountains?
5. When are you planning to _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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: Use On Camping in the Mountains

Listen to the dialogues and roleplay with your partner. (2)

Reporter: Hello! This is a reporter from *Best Vacation Today*. Are you going on vacation?

Julian: Hello! Yes, we are on vacation. We're going to the mountains every weekend.

Reporter: That's a wonderful idea! Do you go camping every year?

Julian: Yes, I do. I love camping. It's a great way to get away from the city, see some beautiful views, and enjoy the outdoors.

Reporter: How do you usually like to camp?

Julian: Well, I usually like to go to a campsite. I like to bring my tent, sleeping bag, and some food.

Reporter: Do you usually like to go to a campsite?

Julian: Yes, I do. I like to go to a campsite because it's a great way to get away from the city and enjoy the outdoors.

Reporter: What do you usually like to bring to camp?

Julian: Well, I usually like to bring my tent, sleeping bag, and some food. I also like to bring some camping gear, like a flashlight and a first aid kit.

Reporter: How do you usually like to go to camp?

Julian: Well, I usually like to go to a campsite. I like to bring my tent, sleeping bag, and some food.

Reporter: How do you usually like to go to camp?

Julian: Well, I usually like to go to a campsite. I like to bring my tent, sleeping bag, and some food.

Comprehension Check

1. What are they talking about?
2. How do they usually like to go to camp?
3. What do they usually like to bring to camp?
4. How do they usually like to go to camp?

Dialogue Focus: Giving Your Reaction

What did the reporter say after the father said, "We're going to the movie every month?" The reporter said, "_____?"
 Did you realize how the reporter gave a reaction to what the family member said?

These reactions under a parent's name were fabricated by the high school. Highlight the other reactions spoken by the reporter and list them here:

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

What do you react?

Did you realize I'm still going to the movie every month?

Did you realize I'm still going to the movie every month?

Did you realize I'm still going to the movie every month?

Did you realize I'm still going to the movie every month?

Did you realize I'm still going to the movie every month?

Highlight your reactions with a highlighter or color the class.

Dialogue Focus

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 the blanks in the questions with a word on the right. Then, select an answer with your family. You can also create an answer of your own if you wish.

1. Why do you _____ have any relatives? **asked** **ask**
 How do you know you're _____? The number of people in the _____ was really big. **asked** **ask** **asked** **ask**

2. Why do you _____ have any relatives? **asked** **ask**
 He's never been _____, I think he's somewhere in the _____ **asked** **ask**

3. What type of _____ do you usually stay in? **asked** **ask**
 I've never _____, I think I've been _____ **asked** **ask**

4. What _____ offered to go with us to camp? **asked** **ask**
 _____, _____, _____, _____ **asked** **ask**

5. What _____ do you do best? **asked** **ask**
 _____, _____, _____, _____ **asked** **ask**

6. Are there any things that you don't like _____ camping? **asked** **ask**
 _____, _____, _____, _____ **asked** **ask**

7. What _____ do you like about camping? **asked** **ask**
 _____, _____, _____, _____ **asked** **ask**

8. What would you like to see if you were ever hiking _____? **asked** **ask**
 _____, _____, _____, _____ **asked** **ask**

2

Extension & Detail

Language Focus: Time Expressions

Put these expressions on the time scale.

last month that lastly after that third finally

First

Look at these example tasks.

- There are three reasons why I enjoy competing in the marathon.
- First, I love going to my workouts.
- Second, I enjoy meeting a challenge and meeting new challenges.
- Lastly, I especially enjoy falling.

What do you enjoy? Why do you enjoy it?

There are three reasons why I enjoy _____.

First, _____.

Second, _____.

Lastly, _____.

Now, add your hobby what he/she enjoys. Don't forget to change those three 3rd person!

There are three reasons why he/she enjoys _____.

First, _____.

Second, _____.

Lastly, _____.

Read what your buddy enjoys to do this class.

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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 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.

Interview About Vacation

Answer the reporter's questions about a vacation of your choice. When you are finished, roleplay the dialogue with a buddy.

Reporter: How often do you go on vacation? Do you enjoy vacation?

Reporter: That's awesome. Why do you enjoy it so much?

Reporter: I see. What do you usually do when you vacation?

Reporter: The most fun would be what other activities do you do there?

Reporter: That sounds cool. What kind of food do you enjoy when on the vacation?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

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Reporter: How often do you go on vacation? Do you enjoy it so much?

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Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

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Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?

Reporter: How often do you go on vacation? Do you enjoy it so much?



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