

3B

With Audio CD

SPEAKING TUTOR

Making Presentations

Kelli Ripatti



Blended
with
e-Tutor
online

Registered Users Only

3B

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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	• Giving Supporting Details (Narrative)	• Describing a favorite vacation; Expressing reactions to show interest; Giving supporting reasons for your statements	• Time sequences (1)
	2	My Favorite Person/Pet	• Giving a Description (Narrative)	• Describing personal qualities; Talking about a favorite pet; Explaining sequences	• Time sequences (2)
	3	My Favorite Food	• Explaining a Process (Narrative)	• Talking about different foods; Explaining the steps involved in preparing a food	• Putting events in order
	4	My Favorite Book	• Giving a Summary (Narrative)	• Talking about books' storylines, settings and characters; Constructing a short narrative	• Summarizing information
	5	Why Do Earthquakes Occur?	• Causes and Effects (Informative)	• Cause and effect patterns of natural phenomena; Advanced sentence connectors	• Linking causes and effects
	6	How Are Products Made?	• Steps with Supporting Reasons (Informative)	• Describing how objects are constructed	• Outlining procedural steps
3B	1	How Do We Learn About Other Cultures?	• Giving Examples (Informative)	• Gaining factual information for the purpose of academic research; Narrating a travel story	• Exemplifying expressions
	2	Why Should We Stop Global Warming?	• Explaining a Chain Reaction (Informative)	• Discussing the consequences of global warming; Chain reactions	• Narrating with sequential expressions
	3	Should Students Be Required to Wear Uniforms?	• Giving an Opinion (Persuasive)	• Justifying opinions about contemporary issues	• Supporting reasons for ethical standpoint
	4	Why Do We Have Rules and Laws?	• Supporting an Opinion with Reasons and Examples (Persuasive)	• Explaining why rules are necessary/unnecessary	• Extending supporting reasons with linking words
	5	Should Kids Have Cell Phones?	• Formulating Viewpoints (Persuasive)	• Forming pro- and con debates; Persuading others of your opinions	• Countering an opinion with expressions of agreement/ disagreement
	6	Are Video Games Good or Bad?	• Persuading Others (Persuasive)	• Debating the value of video games	• Negotiating a viewpoint

Scope & Sequence

Title of the Roleplay/Dialogue (Speaking Tutor)	Title of the Roleplay/Dialogue (e-Tutor)
• We Go Camping in the Mountains • We Come to the Beach Every School Vacation	• We Go Camping in the Mountains • We Come to the Beach Every School Vacation
• A Very Special Person • A Very Special Pet	• How to Be a Great Vet • A Friend Like You
• How to Make a Sandwich • My Favorite Food—Pizza	• How to Make a Sandwich • My Favorite Food—Pizza
• J.K. Rowling Talks About <i>Harry Potter</i> • My Favorite Book	• J.K. Rowling Talks About <i>Harry Potter</i> • Preview of <i>Matilda</i>
• A Talk with a Seismologist • Earthquakes and Tsunamis	• A Talk with a Seismologist • Earthquakes and Tsunamis
• How Pencils Are Made • How Paper Is Made	• How Pencils Are Made • How Paper Is Made
• Researching Other Cultures • Experiencing Another Culture	• Researching Other Cultures • Experiencing Another Culture
• Why We Should Stop Global Warming • The Effects of Global Warming	• Why We Should Stop Global Warming • The Effects of Global Warming
• Students Should Be Required to Wear Uniforms • Students Should Not Be Required to Wear Uniforms	• Students Should Be Required to Wear Uniforms • Students Should Not Be Required to Wear Uniforms
• Rules and Laws • New School Rules	• Rules and Laws • New School Rules
• Young People Do not Need Cell Phones • Young People Should Have Cell Phones	• Kids Do Not Need Cell Phones • Kids Should Have Cell Phones
• Video Games Are Bad • Video Games Are Good	• 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 3B

In *Speaking Tutor 3B*, students are exposed to longer, multi-person roleplay dialogues, gaining further practice in speaking English around fun topics. *Speaking Tutor 3B* 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	• Exposure to key words • First dialogue: introduction and practice
Lesson 2	Extension & Detail	• Highlighting grammar/a key language structure with practice • Creating and performing an interview roleplay
Lesson 3	Dialogue & Practice	• Exposure to key words • Second dialogue: introduction and practice
Lesson 4	Review	• 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.

About the Book

1 Dialogue & Practice
Researching Other Cultures

Warm-Up
Talk with your buddy. What do you know about these countries?

What is the capital? **What is the language?** **What is the traditional food?**

What is the religion? **What is the climate?** **What is the main industry?**

Vocabulary Preview
Put the correct words in the blanks.

available culture customs fascinating traditional unique

- I've really _____ about your religion. What customs are there here?
- They use rice. It's a very _____ food. (rice)
- I've read an article about the _____ of the country. It's really _____.
- There are lots of _____ in the history of the country. You can find them _____.
- I like to _____ for children and vegetables that you can learn _____.
- There are some very good _____ in the country.
- There is a very _____ way to find out about another country to go to in the country.
- Well, there is a very interesting fact about the country that _____.

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 throughout 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.

Dialogue: Researching Other Cultures
Listen to the dialogue and roleplay with your buddies. (2/3)

Wendy: Thank you for taking time out to talk to us. You heard you have moved to a place in America.

Chloe: Yes, I'm going there to research about different customs for my own book.

Wendy: That sounds interesting. Does it include that traveling in the only way to research culture?

Chloe: Not exactly. These days, we can learn a lot about the people of the world without leaving home.

Wendy: How can we do that without leaving home?

Chloe: You can visit the library, watch the internet, or even go to museums for your information.

Wendy: What museum are you talking about?

Chloe: There are lots of museums, and most of them are online. They can help you learn about the world.

Wendy: When would you recommend finding additional information?

Chloe: Well, you can search the Internet for photos of a country and the people. You can also find language learning books.

Wendy: In these days, we can learn a lot about the culture without leaving the country?

Chloe: Yes, and with a museum that can help you learn about the culture and the people. You can even find out about the history of the country.

Wendy: That's a good idea. Thank you for sharing your time and ideas with us. I'm sure our teacher will find these tips very useful.

Comprehension Check

- Why is Chloe going to America?
- What is the main reason for Chloe's research?
- What is the main reason for Chloe's research?

Chernogorov Wanda and Mercurio examples of how to research a culture without traveling abroad. (Can you remember the examples he gave? Discuss with a buddy.

Why are these so-called
 "old money" people
 actually meeting to be
 married?

What reasons
 does Nick give for
 "The Valley"?

Why can't
 Jay and Daisy
 be together?

What is Nick's role in
 the party?

What is the
 significance of
 the "valley of
 ashes"?

Classmate's question(s)	Yes/No	Most significant passage(s)	Key words
Why are these so-called "old money" people actually meeting to be married?	Yes/No		
What reasons does Nick give for "The Valley"?	Yes/No		
Why can't Jay and Daisy be together?	Yes/No		
What is Nick's role in the party?	Yes/No		
What is the significance of the "valley of ashes"?	Yes/No		

Highlight your questions and answers with a highlighter to show the class.

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.

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.

Fill the blank in the question with an expression on the right. Then, select an answer with your body. You can also create an answer of your own to use with.

1. What is thejournaltoday.blogspot.in? [thejournaltoday.blogspot.in](#) [thejournaltoday.blogspot.in](#) [thejournaltoday.blogspot.in](#)

2. Do you think that trading is the only way to _____ value added? (1 point)
 Yes/No/Don't know/Not sure/Both/Other (1 point)
3. When we select our research if we need _____ (1 point)
 Where we're looking for a research (1 point)
4. What _____ we can find in the library? (1 point)
 Can be found in the library (1 point)
5. When would you recommend finding _____ (1 point)
 Research of a company (1 point)
6. It is best way to experience the _____ (1 point)
 The way to experience the _____ (1 point)
7. Why are _____ (1 point)
 Why are _____ (1 point)

