Acknowledgements

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Jason Renshaw

The Publishers would also like to thank the following teachers for their suggestions and comments on this course:

The *Boost!* Skills Series is the definitive and comprehensive four-level series of skills books for junior EFL learners. The series has been developed around age-appropriate, cross-curricular topics that develop students' critical thinking and examination techniques. It follows an integrated skills approach with each of the skills brought together at the end of each unit.

The twelve core units in *Boost! Speaking 4* follow a clear and transparent structure to make teaching and learning easy and fun. The speaking skills build and progress across the four levels of *Boost! Speaking* and are correlated to the next generation of tests of English.

You will find the following in *Boost! Speaking 4*:
- Age-appropriate and cross-curricular topics
- Realistic and relevant contexts from students' lives
- A variety of dialogues and speeches for formal and informal speaking
- Pronunciation practice on word and sentence stress patterns
**Unit Topic**
Each unit has an age-appropriate and cross-curricular topic.

**Students will**
- find the topic directly relates to their own lives and study.
- be engaged and motivated to learn.

**Speaking Skill**
A very simple introduction of the targeted unit skill is provided.

**Students will**
- be introduced to the speaking skill in a clear and understandable way.

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**Field Trip**

**Unit 1**

**Speaking Model**
A model dialogue or speech is presented with a noticing task.

**Students will**
- be exposed to a variety of dialogues and speeches for formal and informal speaking.
- discover the speaking skill for themselves without the need for long explanations.

**Pronunciation Focus**
To help students speak more accurately and confidently, word and sentence stress patterns are practiced.

**Students will**
- learn how to stress key words and sentences.

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**Audio CD**
The CD at the back of the Student Book provides audio support for all dialogues and speeches plus the audio for the Integration listening tasks.
Speaking Practice
Key sentences that highlight the unit skill are practiced, together with substitutable words or phrases.

Students will
• develop the skills needed for accurate and effective speaking.
• be able to follow guidance to prepare and present their own dialogues or speeches.

Integration
The speaking skill is combined with listening, reading or writing tasks.

Students will
• prepare for an oral task based on reading and writing/listening inputs.
• develop language skills needed for the next generation of integrated tests of English.

Review
After every two core units there is a review which consolidates the speaking skills already studied.

Students will
• be able to see their progress in using speaking skills.
• build on previously taught skills to produce interesting and natural dialogues or speeches.
### Evaluation

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</table>
Kwon: d) Going on the field trip tomorrow?
Lucy: Yeah. And you?
Kwon: Sure. e) Better take a jacket because it could get cold.
Lucy: Really? Thought it was supposed to be warm tomorrow.
Kwon: f) Don’t think so. The weather report says it’ll be cold and rainy.
Lucy: OK. Taking your notebook with you?
Kwon: Yeah, f) better. We’ll have a test about what we saw on the trip.
Lucy: Test? f) About the museum or the aquarium?
Kwon: Both. That’s what Mandy told me, anyway.
Lucy: f) Not much time for fun then, if we’re taking notes all day ...
Kwon: Guess not.

B Answer the questions.

1 Where could you insert these words into the dialogue to make more complete sentences?
   a) You’d  b) I  c) we’d  d) Are you  e) Is it  f) There’s

2 Do you think this is a casual or formal conversation? How can you tell?
Using shortened sentences
When you are having casual conversations, you can use shortened sentences to speak more quickly. Don’t shorten sentences in writing or formal speaking. In questions or statements, you can skip unstressed words before the main verb, adverb, adjective or negative:
(Are you) Going? / (You’d) Better: / (I) Don’t think so. / (Is it) For me?

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. Going on the field trip tomorrow?
2. Better take a jacket because it could get cold.
3. Thought it was supposed to be warm tomorrow.
4. Taking your notebook with you?

Listen and repeat. Then underline the stressed syllables for each word and the stressed words for the sentences.

<table>
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<td>1 to-mor-row</td>
<td>1 The weather report says it’ll be cold and rainy.</td>
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<td>2 jack-et</td>
<td>2 We’ll have a test about what we saw on the trip.</td>
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<tr>
<td>3 sup-posed</td>
<td>3 About the museum or the aquarium?</td>
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<td>4 note-book</td>
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<tr>
<td>5 a-quar-i-um</td>
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<tr>
<td>6 an-y-way</td>
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**Tip:** When u follows e or i in a word, it usually makes its own syllable sound (mu-se-um, a-quar-i-um).
Put the dialogue in the correct order. Then listen and practice it with a classmate.

Tom: Oh yeah. And they have a game tomorrow.
Dan: It's going to be fun. He's missing out!
Tom: OK. Think Brett will be going too?
Dan: Yeah. Better take some sunscreen because it's going to be really hot tomorrow.
Tom: Going on the field trip to the beach?
Dan: Don't think so. He's in the baseball team.

Prepare a dialogue about going on a field trip. Use shortened sentences in your dialogue.

Useful words: aquarium, museum, observatory, wildlife park, theater

Present your dialogue to the class.
Listen to the dialogue. Decide if each statement is True or False.

1. Jack and Casey are talking about a field trip.  
2. The field trip is tomorrow.  
3. Jack tells Casey to take a camera on the field trip.  
4. There will be some interesting animals to see on the field trip.  
5. They are going skiing in the mountains.  
6. Casey has been to the wildlife park before.

Work with a classmate. Ask about the field trip your classmate planned in Activity F on page 11 and write the answers.

What kind of trip is it?  
What do you need to take and why?  
When are you going on the trip?  
What will the weather be like?  

Use the information from Activity I to tell the class about your classmate's field trip.
People in different parts of the world have found many ways to live with extreme weather. A good example is the places in the world that experience tropical storms. People living in these places build strong foundations for buildings to withstand strong winds. They also build living areas high above the ground to avoid floods. Storms can also cause huge waves, so cities close to the ocean can be shielded with big sea walls called levees.

Teacher: So, you’ve read the passage. Who’d like to tell me quickly what it was about? Go ahead, Nick.

Nick: Basically, some places in the world get terrible weather. For example, there are some ways to survive in places that get tropical storms. Strong foundations protect buildings from winds. Living high up can save people from floods. Levees can protect cities from big waves in storms.

B Answer the questions.

1. How is Nick’s explanation the same as the passage?
2. How is Nick’s explanation different from the passage?
Paraphrasing
To paraphrase means to restate information using your own words. Paraphrasing is a good way to summarize information and show you understand it well.

- Take notes while you listen or read to get the most important information.
- Use the notes to express the information using words and sentences you feel comfortable using—don’t try to copy sentences exactly.
- Change some nouns, verbs, adjectives and sentence styles but keep the same meaning.

Speaking Practice

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. Who’d like to tell me quickly what it was about? (paraphrase, summarize)
2. Some places in the world get terrible weather. (countries extreme)
3. There are some ways to survive in places that get tropical storms. (typhoons, tornadoes, snowstorms)
4. Strong foundations protect buildings from winds. (earthquakes, typhoons)

Pronunciation Focus

Listen and repeat. Then underline the stressed syllables for each word and the stressed words for the sentences.

Words
1. ex·treme
2. ex·per·i·ence
3. trop·i·cal
4. foun·da·tions
5. pro·tect
6. cit·ies

Sentences
1. Storms can also cause huge waves.
2. Living high up can save people from floods.
3. Levees can protect cities from big waves in storms.

TIP When words end in -tion, the syllable before this is usually stressed (for example foundation, information, celebration).
People in very cold places survive despite severe weather. Houses in the far north are well insulated to keep heat in, and the windows often have two panes of thick glass. The roofs are designed to make snow slide off. Snow ploughs remove snow from roads, and chains are wrapped around car tires to stop them from sliding on icy roads.

Paraphrase

Basically, there are (1) ways to live in very cold places. Good insulation and double window panes keep the heat (2) inside houses, for (3) safety. (4) Special roofs keep the snow off them. (5) Safer snow ploughs and tire chains make driving on roads (6) safer.
For thousands of years, people have used wool for warm clothing. However, wool is not waterproof. Now there are new materials which are light, waterproof and windproof, like Gore-Tex. Some people like to wear Gore-Tex clothing because it keeps them warm and dry. Gore-Tex also has the ability to “breathe,” allowing sweat to escape without allowing water in.
A Say each word. Then write the number of syllables and underline the stressed syllable.

- Cities: 2
- Tomorrow
- Extreme
- Supposed
- Tropical
- Foundations
- Protect
- Aquarium

B Say each sentence. Then underline the stressed words.

1. The weather report says it’ll be sunny and warm.
2. Storms can also cause terrible flooding.
3. Sea walls can protect cities from huge waves in storms.
4. About the aquarium or the wildlife park?

C Work with a classmate to complete the conversation about going on a field trip. Then practice the conversation together.

Speaker A: Going

Speaker B: Certainly am.

Speaker A: Of course. Better

Speaker B: Really? I thought it was supposed to be

Speaker A: Doubt it.

Speaker B: OK.

Speaker A: Yeah, better.
Typhoon Tip was the biggest and most intense tropical cyclone ever recorded. It grew out of storms in the north-western Pacific Ocean in 1979, and rapidly became a truly massive typhoon: at its peak it was almost half the size of the United States. Fortunately the storm weakened before it landed in Japan. It caused floods and a lot of damage to fishing boats, but at its full strength it might have caused a lot more destruction.
Follow the instructions.

1. Underline the parts of the conversation where someone says “sorry.” Which “sorry” seems to be different from the others?

2. Circle the parts of the conversation where reasons are given.
Apologizing and explaining

When you need to say you are sorry about something, it is also important to give a reason or explanation. You can

- apologize by saying *Sorry, Sorry I'm (adjective)* or *Sorry I didn't (action)*.
- start a reason or explanation with *That's because ...* or *The thing is ...*.

**Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.**

1. I'm sorry I didn't get here on time.  
   do my homework, come to school
2. The thing is my father fell and hurt his leg.  
   my mother is sick, our car broke down
3. Let's hope your father is OK soon.  
   mother, aunt, grandmother
4. With all the confusion this morning, I forgot to put my books and folders in my bag.  
   homework, project, notes

**Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.**

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
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<tbody>
<tr>
<td>1 near-ly</td>
<td>1 Good morning—sorry I'm late.</td>
</tr>
<tr>
<td>2 home-work</td>
<td>2 Where have you been?</td>
</tr>
<tr>
<td>3 hap-pened</td>
<td>3 Do you have your homework for me?</td>
</tr>
<tr>
<td>4 con-fu-sion</td>
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<tr>
<td>5 for-got</td>
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<td>6 fold-ers</td>
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</table>

**TIP**  
In some special expressions, *is* is stressed ("the thing is"), but in normal use it is usually unstressed.
Complete each phrase by matching the two parts. Then listen and practice with a classmate.

1. Well the thing is, __________
2. I’m sorry to __________
3. See, I __________
4. That’s because my __________
5. I’m sorry I __________

Options:
a. hear that.  
b. wanted to go but I couldn’t.  
c. didn’t call you yesterday.  
d. I’m going to be very busy tomorrow.  
e. brother was using the phone all day.

Use the table below to help you plan a dialogue where someone is apologizing and giving explanations to a friend.

<table>
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<tr>
<th>Setting:</th>
<th>Character 1:</th>
<th>Character 2:</th>
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<tr>
<td>Why is Character 1 apologizing?</td>
<td>What are the explanations Character 1 gives?</td>
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</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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</tbody>
</table>

Remember to use the expressions you learned to start apologies and explanations.

Present your dialogue to the class.
Listen and complete the dialogue.

Kiki: Hi Yao. You look a little (1)_________________.
What’s up?

Yoo: Did I tell you we have an (2)__________________
student in our class? His name is Tom.

Kiki: Yeah, sure. What’s the (3)__________________?

Yoo: Well, during class he keeps interrupting the teacher
to ask (4)__________________. I think it’s making
the teacher (5)__________________, but Tom doesn’t seem to notice.

Kiki: See, the thing is, in some countries it’s OK to ask a lot of questions in class.

Yoo: You and I know that it’s a bit (6)__________________ here. How can I help him?

Kiki: Well, you could tell him how it’s sometimes (7)__________________ to interrupt
the teacher.

Yoo: Do you think that would be enough to help him (8)__________________?

Kiki: Well, you could tell him to (9)__________________ the other students and try to
copy the way they do things. Maybe that would help him (10)__________________
how to interact in class.

Work with a classmate. Take turns asking and answering the questions.

1 What is Yao’s problem?
2 What two suggestions does Kiki make?
3 Which suggestion do you think Yao should follow?
4 Why do you think Yao should follow that suggestion?

Tell the class what you think Yao should tell Tom.
In my opinion, my school will be safer if a new space is found for students to play ball sports. Currently students play soccer and baseball in the main yard. This is where all the students go during recess and lunch breaks, even if they are not playing games.

Students can get hurt if they are accidentally hit by a soccer ball or baseball. The school would be safer if students played ball sports in a place away from the main yard.

I think my school will be safer if there are more teachers on duty during recess and lunch. At the moment, there are two teachers on duty during these times. There are not enough adults to watch the students.

Bullying is a problem at my school, and it usually happens during recess in the school yard. If there were more teachers around, it would put an end to bullying.

B Answer the questions.

1. What are the three main parts in each response? What does each part focus on?
2. When do the speakers use long pauses in their response?
Using good delivery

Delivery means the way you speak, how fast and where you use pauses. Good delivery is especially important during formal speaking. For good delivery:
- don't rush and try to speak at a normal, relaxed pace.
- use clear pauses (1–2 seconds) after phrases and sentences.
- plan the different parts of your answer and pause slightly longer (2–3 seconds) between the main parts.

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. My school will be safer if a new space is found for students to play ball sports.  
   exercise, wait for the bus

2. This is where all the students go during recess.  
   at lunch break, after school

3. At the moment, there are two teachers on duty during these times.  
   no, seven

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
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<tr>
<th>Words</th>
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<tbody>
<tr>
<td>1 space</td>
<td>1 I think my school will be safer if there are more teachers on duty.</td>
</tr>
<tr>
<td>2 soc·cer</td>
<td>2 Bullying is a problem at my school.</td>
</tr>
<tr>
<td>3 re·cess</td>
<td>3 It usually happens during recess in the school yard.</td>
</tr>
<tr>
<td>4 ac·ci·den·tal·ly</td>
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<tr>
<td>5 du·ty</td>
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<tr>
<td>6 bul·ly·ing</td>
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Tip: Sometimes when we communicate an opinion, we stress the pronoun (I think ... ).
How can school buses be made safer for students?

In my opinion, (/) all school buses should have seat belts, (\(\)) and students should be made to wear them. (\(\)) At the moment, there are almost no seat belts on buses, (\(\)) and students can get up and move around. (\(\))

Safety is important on school buses because there are so many students, (\(\)) and the bus can move or stop very suddenly. (\(\)) Students can get hurt if they fall. (\(\))

The buses would be much safer if there were seat belts, (\(\)) and students should have to use them at all times.

Think about something you would like to be made safer at your school. Describe it and say why it needs to be safer.

A What needs to be safer?

B Describe the problem.

C Say how the problem can be fixed to make your school safer.

G Present your response to the class.
New School Rules

Please take note of some new school rules to be followed from now on. No running is allowed in the corridors at any time. Also, students are not allowed to bring any bottles or cans to school, only plastic containers. Last, no ball sports are allowed to be played in the main school yard any longer.

Notes

Main idea: __________

Detail 1: __________

Detail 2: __________

Detail 3: __________

Listen and take notes on Sam’s opinion.

Notes

Main idea: __________

Detail 1: __________

Detail 2: __________

Detail 3: __________

Work with a classmate. Discuss what the notice is about and how Sam agrees or disagrees with it.
A Say each word. Then write the number of syllables and underline the stressed syllable.

- duty
- confusion
- accidentally
- bullying
- nearly
- soccer
- homework
- happened

B Say each sentence. Then underline the stressed words.

1 Bullying is a problem at her school.
2 Do you have your project for me?
3 What has he done?
4 She thinks her school will be better if there are more students.

C For each prompt, prepare an apology and explanation. Practice saying them with a classmate.

1 Teacher: Where have you been? It's 10:00 and the first two classes are over!
   Apology: __________________________________________________________
   Explanation: __________________________________________________________

2 Friend: You still haven't given my book back to me. You've had it for three months. Where is it?
   Apology: __________________________________________________________
   Explanation: __________________________________________________________

3 Mother: I have your report card here and I'm so surprised. Your math score is so low this semester!
   Apology: __________________________________________________________
   Explanation: __________________________________________________________
D Prepare a response to each topic. Present one response to the class.

1 What do you like least about your school and how can it be improved?

Notes
a What do you like least?

b Why don’t you like it?

c How can it be improved?

2 How do you think your hometown could be made into a safer place to live?

Notes
a What needs to be safer?

b Describe the problem(s).

c Say how the problem(s) can be fixed.
Hi, everyone. I’ve almost finished my painting for the art competition. Here it is. What do you think?

I don’t like it. It’s terrible.

Hi, be quiet David. You’re so unkind sometimes. Huang, I think the painting looks great. It’s very creative and unique.

Thanks, Yuri.

I like it, too. Did you say you’ve almost finished it?

Yeah, I still have a little more to add to it. Any suggestions?

Well, I think it’s a little too bright at the moment. Maybe you could use some lighter colors?

That’s a good idea. Thanks!

Who likes Huang’s painting and who doesn’t?

Who does Huang thank and why?

How does Sally say she doesn’t like something? How is this different from David?
Complimenting and criticizing

When we tell other people what we think, we can use compliments to say nice things and we can use criticism to say what we don't like. Compliments make people feel good, but we need to use criticism carefully to not offend people.

- To compliment, use nice words to show your feelings and positive opinion (*It's very creative and unique*).
- To criticize, give a compliment first and then make kind suggestions (*Maybe you could use some lighter colors?*).

**Speaking Practice**

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. I've almost finished my painting.
2. I think the painting looks great.
3. It's very creative and unique.
4. It's a little too bright at the moment.
5. Maybe you could use some lighter colors?

**Pronunciation Focus**

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 com-petition</td>
<td>1 What do you think?</td>
</tr>
<tr>
<td>2 un-kind</td>
<td>2 Did you say you've almost finished it?</td>
</tr>
<tr>
<td>3 cre-a-tive</td>
<td>3 I still have a little more to add to it.</td>
</tr>
<tr>
<td>4 u-nique</td>
<td></td>
</tr>
<tr>
<td>5 sug-ges-tion</td>
<td></td>
</tr>
<tr>
<td>6 col-or-s</td>
<td></td>
</tr>
</tbody>
</table>

**TIP**
We often emphasize words like *almost* and *little* to express a specific meaning.
Match each criticism to the thing it is criticizing.

1. It isn’t very interesting.  
2. It wasn’t much fun.  
3. It doesn’t taste too good.  

- a. Your friend’s party  
- b. Your lunch  
- c. Your classmate’s essay

Prepare compliments and/or polite criticism about the things in each picture.

1. Notes

2. Notes

Remember to add a compliment before you criticize and include a nice suggestion on how the thing you don’t like could be improved.

Present your compliments and criticism to the class.
Draw a quick picture. Then ask two classmates what they think of your picture and write down their responses and suggestions.

Nome: 
Response:
Suggestion:

Tell the class how others felt about your picture and the suggestions they made.

Name: 
Response:
Suggestion:
The book I read is called *Artemis Fowl*. It’s very funny and enjoyable. Personally, I found the characters interesting and the storyline fast and exciting. The author, Eoin Colfer, has a good sense of humor and he’s very creative.

There are six important characters in the book:

- Artemis Fowl—the main character, a boy genius who wants to get a lot of money
- Butler—Artemis’s amazing bodyguard
- Holly Short—a fairy police officer (my favorite character—she’s awesome!)
- Foaly—a centaur who has incredible skills with computers and technology
- Julius Root—commander of the fairy police squad
- Mulch Diggums—a dwarf thief who is skilled at tunneling

The story follows the adventures of Artemis as he captures Holly from the fairy kingdom underground and uses her to get a ransom of fairy gold. There are many funny jokes and a lot of action. I think a lot of other people will enjoy the book, too.

**B** Answer the questions.

1. What information does the review give about the book?
2. What information is given in each of the three parts of the review?
**Presenting a review**

To review something means to give information and express your personal opinion about a book, movie or play. When presenting a review:

- say the title, who wrote or directed it, and give your overall opinion about it.
- give information about the main characters and your favorite characters.
- give an overview of the storyline and say why you think others may or may not like it.

**Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Words</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The book I read is called <em>Artemis Fowl</em>.</td>
<td>1. person·al·ly</td>
<td>Charlie and the Chocolate Factory</td>
</tr>
<tr>
<td>2. It’s very funny and enjoyable.</td>
<td>2. char·ac·ters</td>
<td>exciting, interesting, scary</td>
</tr>
<tr>
<td>3. I found the characters interesting and the storyline fast and exciting.</td>
<td>3. ge·nius 4. in·cred·i·ble</td>
<td>dull  slow and boring</td>
</tr>
<tr>
<td>4. There are six important characters in the book.</td>
<td>5. tech·nol·o·gy 6. com·mand·er</td>
<td>two, many, several</td>
</tr>
<tr>
<td>5. The story follows the adventures of Artemis.</td>
<td></td>
<td>a boy named Charlie</td>
</tr>
</tbody>
</table>

**Pronunciation focus**

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. person·al·ly</td>
<td>1. The author, Eoin Colfer, has a good sense of humor.</td>
</tr>
<tr>
<td>2. char·ac·ters</td>
<td>2. There are many funny jokes and a lot of action.</td>
</tr>
<tr>
<td>3. ge·nius</td>
<td>3. I think a lot of other people will enjoy the book, too.</td>
</tr>
<tr>
<td>4. in·cred·i·ble</td>
<td></td>
</tr>
<tr>
<td>5. tech·nol·o·gy</td>
<td></td>
</tr>
<tr>
<td>6. com·mand·er</td>
<td></td>
</tr>
</tbody>
</table>

**Tip**
In a review, we usually stress the names of authors, directors, actors and characters.
1. The movie I chose to watch is called _____________.
2. Personally, I think it’s a very _____________.
3. The director, Tim Burton, _____________.
4. The main characters are _____________.
5. The story follows the adventures of _____________.
6. I think almost everybody _____________.

**Prepare a movie review.**

<table>
<thead>
<tr>
<th>Name of movie</th>
<th>Director</th>
<th>My general opinion</th>
<th>Main characters</th>
<th>Favorite character (and why)</th>
<th>Overview of storyline</th>
<th>Why others may or may not like it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TIP:** When presenting, remember to pause between the different parts.

Present your review to the class.

Match the details in the movie review. Then practice presenting it with a classmate.

1. The movie I chose to watch is called _____________.
2. Personally, I think it’s a very _____________.
3. The director, Tim Burton, _____________.
4. The main characters are _____________.
5. The story follows the adventures of _____________.
6. I think almost everybody _____________.

a. Charlie after he gets a golden ticket to visit Willy Wonka’s amazing chocolate factory.

b. Charlie and the Chocolate Factory.

c. will love this movie and want to see it again.

d. Charlie Bucket, Grandpa Joe and Willy Wonka (played by my favorite actor, Johnny Depp).

e. knows how to make a movie that kids of all ages will enjoy.

f. exciting and entertaining movie.
I recently read *The Hobbit* by J. R. R. Tolkien. I found the characters very interesting and the storyline very exciting. The main characters in the book are Bilbo Baggins, Gandalf the Wizard and thirteen dwarves led by the fierce Thorin Oakenshield. Bilbo is my favorite character because of his bravery and cleverness.

**Main idea:**

**Detail 1:**

**Detail 2:**

**Detail 3:**
A Say each word. Then write the number of syllables and underline the stressed syllable.

characters  □  unique  □  technology  □  personally  □
suggestion  □  genius  □  incredible  □  colors  □

B Say each sentence. Then underline the stressed words.

1 Did she say she's almost fixed it?
2 She still has a little more to write about it.
3 The author, Pam Green, has a good sense of humor.
4 We think a lot of other people will enjoy the movie, too.

C Pretend your classmate has made two things. Use the table to plan a dialogue to present to the class.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did your friend make?</td>
<td>Why do you like/not like these things?</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

C Prepare some compliments about what you like:

D Prepare some polite criticism about what you don’t like:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Name of book</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Author</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. My general opinion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Main characters</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Favorite character (and why)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Overview of storyline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. Why others may or may not like it</strong></td>
<td></td>
</tr>
</tbody>
</table>

**E** Present your review to the class.
Listen and read the three voice messages.

A Hi Lizzy—it’s Jung here. Sorry I missed you. You must be busy. I was just calling to remind you about that science project. We have to hand it in tomorrow. Hope you haven’t forgotten about it! Give me a call when you get a chance—any time before 8:00. See ya!

B Hello Lizzy—it’s Mom. I’m stuck at work and won’t be home until about 7:00. Your father’s going to be late as well, so you’ll need to get your own dinner tonight. I’ll call you on my way home. Love you!

C Good afternoon. This is Mr. Hong calling from the library. I’m sorry to bother you, but it seems you have some overdue books to return. We’re waiting for Science Made Easy and Pegasus Spy Kids. Please call us some time today at 555-2391. Thank you very much.

Answer the questions and follow the instruction.

1. Who left each message?
2. Underline the parts of each message that explain why the person is calling.
3. Which message is most formal? How can you tell?
Leaving messages
When you phone someone, you may need to leave a voice message. To do this well,
- use different styles of speaking for family/friends (casual) and people you don’t know well (formal).
- always say who you are and why you are calling.
- leave your contact details if the other person does not know your number, and say a time they can call you.
- speak very clearly and not too fast so that it is easy to understand your message.

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. I was just calling to remind you about that science project.
2. Give me a call when you get a chance—any time before 8:00.
3. I’m stuck at work and won’t be home until about 7:00.
4. This is Mr. Hong calling from the library.

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 sci-ence</td>
<td>1 We have to hand it in tomorrow.</td>
</tr>
<tr>
<td>2 for-got-ten</td>
<td>2 Your father’s going to be late as well.</td>
</tr>
<tr>
<td>3 chance</td>
<td>3 Please call us some time today at 555-2391.</td>
</tr>
<tr>
<td>4 to-night</td>
<td></td>
</tr>
<tr>
<td>5 li-brary</td>
<td></td>
</tr>
<tr>
<td>6 re-turn</td>
<td></td>
</tr>
</tbody>
</table>

Tip: When giving phone numbers, we normally say at and stress each number.
Use the information to prepare a voice message for each person. Practice with a classmate.

Message to your mother:
- Late, studying in library
- Will call when coming home

Message to your friend:
- Have a math test tomorrow
- Call me before 8:00

Message to a woman whose lost bag you found:
- I found your bag
- Call me some time today

Prepare a voice message for each person.

1. Your friend
   a. Reason for calling: ________________________
   b. Instructions/Request: ________________________
   c. Call me back: ________________________

2. A member of your family
   a. Reason for calling: ________________________
   b. Instructions/Request: ________________________
   c. Call me back: ________________________

Present your voice messages from Activity F to the class.

Tip: Remember to use the correct style (casual or formal).
Listen to the two voice messages and take notes about each.

Compare your notes with a classmate. Take turns asking and answering the questions.

What is Koko's problem?

What two suggestions does Mrs. Lee make?

Which suggestion do you think Koko should follow?

Why do you think Koko should follow that suggestion?

Present a voice message to the class with another suggestion that might help Koko.
Phone or email?

If you had to send an important message to a friend, would you prefer a voice message or an email?

Personally, I would prefer to leave a voice message on my friend’s cell phone. As we all know, you can carry a cell phone around with you. We can check for messages anytime no matter where we go. Also, hearing the tone in a person’s voice gives more meaning to a message. In addition, cell phones make a sound when you get a voice message. Today I got a voice message from my mom reminding me about my math exam. With email, I wouldn’t have known about it until much later.

From my point of view, I would prefer to send my friend an email. I’m sure many of us would agree that email is the most common way to get messages these days. Let’s face it—we check our email very often. These days you can also read email on your cell phone—you get the message on your computer and your phone! I get important messages like that all the time.

Follow the instructions and answer the question.

1 Circle the parts of each answer where the person shows their main preference.

2 Find and underline expressions in the text where they are asking other people to agree with them.

3 Who do you think gives a better example to support their preference, the girl or the boy?
**Persuading**

When you give a preference and want people to agree with you, it is called persuading. A good way to persuade is to use key expressions and support your preference well. You should

- use expressions like: *As we all know...* / *I'm sure many of us would agree that...* / *Let's face it,* ... / *Of course,* ...
- use reasons and examples that other people can understand and agree with.

**Speaking Practice**

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. As we all know, you can **carry a cell phone around with you**.   
   **use a cell phone to send messages**

2. I would prefer to **send my friend an email**.  
   **leave a voice message, send a text message**

3. Email is the most common way to **get messages** these days. 
   **A cell phone make calls**

4. These days you can also **read email on your cell phone**.  
   **write, check**

**Pronunciation Focus**

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pre'-fer</td>
<td>1. Personally, I would prefer to leave a voice message.</td>
</tr>
<tr>
<td>2. mes'-sa-g-es</td>
<td>2. In addition, cell phones make a sound when you get</td>
</tr>
<tr>
<td>3. re'-mind-ing</td>
<td>a voice message.</td>
</tr>
<tr>
<td>4. ex-am</td>
<td>3. I get important messages like that all the time.</td>
</tr>
<tr>
<td>5. com-mon</td>
<td></td>
</tr>
<tr>
<td>6. im-por-tant</td>
<td></td>
</tr>
</tbody>
</table>

**Tip**

When persuading, the expressions at the beginning of sentences are usually stressed.
Would you prefer to get a new cell phone or a new computer?

1. I would prefer to get a new cell phone. 2. Good cell phones are still cheaper than good computers. 3. I could save more money if I stick to buying a cell phone. The computer I have is not very new, but it can do everything I need. The newest cell phones have so many amazing features. Ex

4. Why buy a new computer when the new phones these days can do many of the same things a computer can?

Choose a preference and prepare a response with reasons and an example.

Which would you prefer—writing an essay on a piece of paper or sending it to the teacher by email?

Notes

- 
- 
- 
- 

Example:

Present your response to the class.

TIP: Use persuasive expressions in your response.
H Look at the topic and prepare a response using persuasive expressions.

Would you prefer to talk to an overseas friend on the phone or in an online chat room?

Notes

I Present your response from Activity H to a classmate. Take notes on your classmate’s response.

Notes

J Tell the class why your classmate’s response was or wasn’t persuasive to you.
A Say each word. Then write the number of syllables and underline the stressed syllable.

- chance
- tonight
- forgotten
- reminding
- library
- messages
- important
- science

B Say each sentence. Then underline the stressed words.

1. Your sister’s going to be there as well.
2. We have to complete it by Saturday.
3. Personally, I would prefer to send an email.
4. I receive important messages like that every day.

C Work with a classmate. Use the information given to leave a voice message for each person.

**Message to your father**
- need him to come and get you from school early today
- call back at school

**Message to a teacher**
- lost the homework task sheet
- call back before 9:30

**Notes**

- Your response here.

**Notes**

- Your response here.
Choose a preference and prepare a response with some reasons and an example. Present one response to the class.

<table>
<thead>
<tr>
<th>Do you prefer to read about science in a book or by finding information on the Internet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you prefer to use an online dictionary or a paper dictionary?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you prefer to watch a movie on your computer or TV?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Jack: Cho, remember that park ranger who came to talk to our class?

Cho: Yes?

Jack: Well, I've been thinking about some of the things she said.

Cho: Like what?

Jack: Like, that "protecting the environment starts in our own neighborhood."

Cho: Go on, I'm listening.

Jack: I think she meant, you know, that it was up to us, too.

Cho: Us? What do you mean?

Jack: Well, we can do a lot of little things to help, like removing trash from gutters and that sort of thing. That way it won't end up in rivers or oceans.

Cho: And?

Jack: And if enough of us get together, well, you know ...

Cho: So, what are you suggesting?
Getting more information
You can help other people express complicated ideas by using simple key expressions to show that you are interested and listening, and suggest ways to continue explaining.
- To ask a person to continue talking: Yes? / And? / Go on.
- To ask a person to explain: Like? / Like what? / What do you mean? / So, what are you suggesting?

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. Remember that park ranger who came to talk to our class?
   scientist, forest ranger

2. I've been thinking about some of the things she said.
   wondering, finding out more

3. Protecting the environment starts in our own neighborhood.
   home, city, school

4. We can do a lot of little things to help, like removing trash from gutters.
   recycling paper, using less water, re-using materials

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

Words
1. en-vi-ron-ment
2. neigh-bor-hood
3. re-mov-ing
4. gut-ters
5. e-nough
6. sug-gest-ing

Sentences
1. I think she meant, you know, that it was up to us, too.
2. What do you mean?
3. So, what are you suggesting?

The sounds eigh and ough contain only one vowel sound.
Complete each phrase by matching the two parts. Then listen and practice with a classmate.

1. A: I think maybe people could help.
   B: Like d

2. A: I think that it’s, well, a little difficult.
   B: What do     

3. A: We saw that show about whales, right?
   B: Yes, 

4. A: If we could collect money, well ...
   B: What are   

5. A: I think I know some ways to help ...
   B: Go  

I think moy
I-ike@
and practice with a classmate.

I think thot it’s, well, o little difficult.
a you mean?
b and?
c on, I’m listening.
d who?
e you suggesting?

Prepare a dialogue about ways to clean up the neighborhood. One person is encouraging the other to continue talking and explaining.

Present your dialogue to the class.
Write about some ideas you have for protecting the environment.

Now tell your ideas to a classmate. Write down your classmate's ideas.

1
2
3
4

Report your classmate's ideas to the class.
Teacher: So how are all the Thinking Green projects coming along? You should all have a plan by now. Yong, what’s your group doing?

Yong: We’re planning a poster presentation—a really huge poster, actually! First of all, Soo is looking for images of nature—clean and unspoiled. After that, Chin-Moe will be searching for news articles about some of the damage done to the environment. Then, Youra’s plan is to contact companies that have green policies and to write up some case studies to place on the poster. And as for me, well I’ll be interviewing the Minister of the Environment. We’re really excited about this project!
Explaining a group plan
When you are explaining a plan where many people will be doing different things, it is important to
- break the plan into stages and explain from the first to last stage.
- talk about the planned actions using planning on + ing or will be + ing.
- connect people to specific actions, and link actions that will happen at the same time.

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. We’re planning a poster presentation.
2. Soo is looking for images of nature.
3. Chin-Mae will be searching for news articles.
4. Youra’s plan is to contact companies.

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

Words
1. pre-sen-ta-tion
2. un-spoiled
3. ar-ti-cles
4. con-tact
5. pol-i-cies
6. in-ter-view

Sentences
1. You should all have a plan by now.
2. I’ll be interviewing the Minister of the Environment.
3. We’re really excited about this project!

Tip: We usually stress the names of jobs and positions.
Use the details to explain the group plan to a classmate.

Plan: Video Presentation

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian:</td>
<td>Brian:</td>
</tr>
<tr>
<td>Borrow two video cameras and microphones</td>
<td>Record scenes with Scott and Kerry</td>
</tr>
<tr>
<td>Scott:</td>
<td>Tom:</td>
</tr>
<tr>
<td>Find unspoiled natural scenes</td>
<td>Record Jody interviewing students</td>
</tr>
<tr>
<td>Kerry:</td>
<td></td>
</tr>
<tr>
<td>Find scenes of pollution</td>
<td></td>
</tr>
<tr>
<td>Jody:</td>
<td></td>
</tr>
<tr>
<td>Find students to interview</td>
<td></td>
</tr>
</tbody>
</table>

Work with two classmates. Use the table to plan your own group project to learn something about the environment.

Plan:

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

Present your plan to the class.

TIP: Include yourself in the plan using language like As for me, well I’m going to ...
A Greener School

To create a greener school, some new school rules have been added to follow at all times.

Please leave all cans and glass in the new recycle bins outside the cafeteria. Leave all your waste paper in the special boxes that have been placed in each classroom. To save water, please do not use the faucets in the bathrooms for more than 30 seconds at a time.

Thank you to all students for helping to make our school more friendly to the environment.

Listen and take notes on Kim’s opinion.

Notes

Main idea: ________________________

Detail 1: ________________________

Detail 2: ________________________

Detail 3: ________________________

Work with a classmate. Discuss what the notice is about and how Kim agrees or disagrees with it.
A. Say each word. Then write the number of syllables and underline the stressed syllable.

- enough
- articles
- presentation
- interview
- policies
- gutters
- environment
- suggesting

B. Say each sentence. Then underline the stressed words.

1. You should both have a plan by Sunday.
2. So, what are you saying?
3. I'll be interviewing the Minister of Education.
4. We're really tired after this task!

C. Complete the dialogue using words to get more information. Practice the conversation with a classmate.

Chan: Do you know that park we pass on the way to school each day?
Me: ___________________________

Chan: Well, I noticed there is always a lot of trash lying around there.
Me: ___________________________

Chan: Well, it seems like such a shame.
Me: ___________________________

Chan: It's a park—it should be beautiful. Maybe we could do something. We could find some smart ways to keep the park clean all the time.
Me: ___________________________
Prepare group plans for each of the topics. Present one of the plans to the class.

### Plan: Reducing trash on the streets in our neighborhood

**Stage 1**

- 
- 
- 
- 

**Stage 2**

- 
- 
- 
- 

### Plan: Making more people aware about endangered species

**Stage 1**

- 
- 
- 
- 

**Stage 2**

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- 
- 
- 

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Officer: Welcome to Canada. Your passport, please.
Hyeon-Joo: Here it is.
Officer: Your name and age?
Hyeon-Joo: Hyeon-Joo Lee. I'm 14.
Officer: Whereabouts are you from, Hyeon-Joo?
Hyeon-Joo: Whereabouts in Korea?
Officer: Yes. What city do you come from?
Hyeon-Joo: I'm from Seoul.
Officer: And who are you staying with here?
Hyeon-Joo: Excuse me?
Officer: Will you be staying with a host family in Canada?
Hyeon-Joo: Yes. The Thompsons.
Officer: Do you know the address?
Hyeon-Joo: It's in Toronto. I have the address written down here. Would you like to see it?
Officer: Yes, please. Thanks Hyeon-Joo.

Follow the instruction and answer the questions.

1. Circle the questions Hyeon-Joo asks. Why does she ask each of them?
2. What information did Hyeon-Joo write down before she arrived?
Giving precise answers

In some very formal conversations, it is important to give information very carefully and clearly. To do this, you need to
- pay attention to keywords in the conversation.
- listen very carefully and make sure you understand what is being asked.
- say if you do not understand and ask for more information.
- say important information very clearly and slowly.

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. Whereabouts are you from, Hyeon-Joo?
   Takeshi, Mandy
   country, town, area

2. What city do you come from?
   Australia, the United States
   name of the host family,
   telephone number

3. Will you be staying with a host family in Canada?

4. Do you know the address?

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 wel-come</td>
<td>1 Your name and age?</td>
</tr>
<tr>
<td>2 pass-port</td>
<td>2 I have the address written down here.</td>
</tr>
<tr>
<td>3 please</td>
<td>3 Would you like to see it?</td>
</tr>
<tr>
<td>4 host</td>
<td></td>
</tr>
<tr>
<td>5 ad-dress</td>
<td></td>
</tr>
<tr>
<td>6 writ-ten</td>
<td></td>
</tr>
</tbody>
</table>

We often stress certain words more than normal when we repeat something that someone didn't understand.
Practice saying the sentences with a classmate. Underline the keywords in each sentence.

1. My name is Paul and I'm 13. I'm from England.
2. I arrived in Vancouver seven months ago.
3. My city is called Osaka.
4. Where can I find out how to complete this form?
5. How much does a bus ticket cost?
6. I’ll be staying in Brisbane for 12 months.

Prepare a dialogue with an officer at immigration. Practice the conversation with a classmate.

A. What country are you arriving in?

B. Questions:

C. Answers:

Present your dialogue to the class.
Listen and complete the dialogue.

Coco: Hi Paul. When do you (1)______________ for camp in Australia?

Paul: Next week. Actually, I’m a little bit worried.

Coco: Why’s that? You should be (2)______________

Paul: Well, I’m worried about speaking (3)______________ at the airport and stuff. I heard they ask you a lot of questions.

Coco: Well, it’s not that bad. When I went to the States I managed fine. But it’s a good idea to be (4)______________.

Paul: How?

Coco: Well, you could (5)______________ all the questions you think they’ll ask and then practice role-playing the situation with a friend. Like me!

Paul: Wow, you’d help me with that? Cool.

Coco: The other thing you can do is to write down (6)______________ information. You know, like the name and (7)______________ of your host family.

Paul: That’s a good (8)______________ . Thanks!

Work with a classmate. Take turns asking and answering the questions.

1 What is Paul’s problem?
2 What two suggestions does Coco make?
3 Which suggestion do you think is the best one?

Tell the class about the information you should write down or practice before going on a trip.
Answer the questions and follow the instruction.

1. What is the main idea of Stacy’s conclusion? How many times does she state it?
2. What are the three arguments Stacy summarizes?
3. Underline the parts where Stacy presents what people on her team said.
Summarizing and concluding arguments

In a debate, the final task is to conclude the arguments. This is done by summarizing the different arguments, and then making a conclusion to show how these arguments support the position. In your summarizing conclusion, remember to

- restate the debate topic clearly.
- summarize each argument in order using formal expressions (First, ... explained that ... / ... went on to say that ... / Finally, ... pointed out how ...).
- conclude the arguments with a persuasive expression (Tying this all together ... / This all goes to show that ... / I think we can all agree ...).

Listen and repeat. Then work with a classmate and take turns saying each sentence using the words given.

1. First, Yun-Hee explained how you can get into very embarrassing situations.
2. Joo-Chan went on to say that knowing customs shows people that you respect their way of life.
3. Finally, Daniel pointed out that one can learn about customs faster and more easily.

Listen and repeat. Then underline the stressed syllable for each word and the stressed words for the sentences.

Words
1. dis-cussed
2. lan-guage
3. em-bar-rass-ing
4. sit-u-a-tions
5. point-ed
6. def-i-nite-ly

Sentences
1. Please summarize and conclude your team’s argument.
2. Our team has shown very strongly that customs are more important.
3. Learning about customs is definitely more important.

Pronouns are only stressed when making a point about specific people or things.
Match the parts of the argument. Then listen and practice saying the sentences with a classmate.

- Brian went on to say: how language is important for communication,
- Our team has argued that language is definitely more important.
- Today we talked a lot about: that it is only really possible to learn about customs by being there in that country
- and without the ability to communicate, you can’t get to know people well at all.
- Finally, Chris explained how: if it is more important to learn about a country’s customs or language before you visit.
- and good language skills can help you understand the customs better.
- First, Steve pointed out: knowing one language can help you in more than one country,
- and so help you to learn about several cultures.

Decide your position on the topic. Prepare three arguments to support your position and practice summarizing and concluding with a classmate.

Which will help you to learn English more—reading an English novel or listening to English music?

<table>
<thead>
<tr>
<th>Position:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1:</td>
<td></td>
</tr>
<tr>
<td>Argument 2:</td>
<td></td>
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<tr>
<td>Argument 3:</td>
<td></td>
</tr>
</tbody>
</table>

Present your summarizing conclusion to the class.
Read the passage and take notes.

Should schools spend more money on English books or English software?

Our team has shown very strongly that it is much better to spend more money on English software. Tony explained how students need more listening practice, so software is important. Julie went on to point out that these days, books can be read online, so software is better than more books. Finally, Gary argued that students feel more comfortable with new technology and books feel old-fashioned and boring.

Listen and take notes.

Notes

Main idea: ____________________________________________________________

Detail 1: _____________________________________________________________

Detail 2: _____________________________________________________________

Detail 3: _____________________________________________________________

What is your opinion about the topic?
A Say each word. Then write the number of syllables and underline the stressed syllable.

- embarrassing
- host
- written
- address
- pointed
- welcome
- passport
- language

B Say each sentence. Then underline the stressed words.

1. Your name and address?
2. I have the telephone number written down here.
3. Our team has shown very strongly that language is more important.
4. Talking about customs is definitely more interesting.

C You saw a traffic accident while in a foreign country. The police have arrived to ask you some questions. Practice giving answers with a classmate.

1. Your full name and age, please.
2. Where are you from?
3. Who are you staying with?
4. What’s your full address here?
5. Do you have a contact phone number you can give us?
6. OK, where were you going when you saw the accident?
For the topic below, practice summarizing and concluding the arguments using the details given.

Which country is better to go to for an English camp: Canada or Australia?

<table>
<thead>
<tr>
<th>Position: I think Canada would be better</th>
<th>Position: I think Australia would be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada has many beautiful places to visit, like the Rocky Mountains and the Great Lakes.</td>
<td>Australia has very interesting animals to see, like kangaroos and koalas.</td>
</tr>
<tr>
<td>Canada has a pleasant climate and offers skiing and snowboarding.</td>
<td>Australia has a nice warm climate and beautiful beaches.</td>
</tr>
<tr>
<td>From Canada, I can also visit the USA.</td>
<td>Australia is great for outdoor activities.</td>
</tr>
</tbody>
</table>

For the topic below, make notes for both arguments and then practice summarizing and concluding both with a classmate.

If you go abroad to study English, is it better to stay with a host family or live with other students in a dorm?

<table>
<thead>
<tr>
<th>Position:</th>
<th>Host family</th>
<th>Dorm</th>
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</thead>
<tbody>
<tr>
<td>Argument 1:</td>
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<td></td>
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</table>
# Pronunciation

## Words

### One Syllables

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<td>please</td>
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<td>p. 60</td>
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### Five Syllables

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<tr>
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