Acknowledgements
The Boost! Speaking component is dedicated to some key people who have been instrumental in helping me grow as an EFL professional, namely Gordon Lewis, Jake Kimball and Andrew Wright. I’d also like to thank the many colleagues I’ve enjoyed discussing YL and Teenager educational issues with through Korea TESOL and the IATEFL Young Learners and Teenagers Special Interest Group.

Jason Renshaw

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

In informal conversations, you can use shortened sentences. You can often omit part of the beginning of a sentence, consisting of unstressed words before the main verb, adverb, adjective or negative [Are you going home now? / I'd like to]. In questions, initial words [Who, What, When, Why, How, Do, Are, etc.] can be omitted if you use rising question intonation at the end of the sentence [see Speaking 2, Unit 1].

Generally, shortened sentences are not used in writing or formal speaking with the exception of imperative sentences. In imperatives, the subject you is almost always omitted, even in formal situations, unless a speaker wants to emphasize it as the subject [You don't forget to take your jacket].

Answers for Unit 1 Worksheet (p. 13)

A

Jack: Are you going on the field trip tomorrow?
Jill: Yeah. Will you be going, too?
Jack: Sure. Are you planning on taking anything with you?
Jill: I'll be taking something for lunch. How about you?
Jack: I'm going to take my lunch, too. And a notebook and a pen.
Jill: Why do you need to take a notebook and a pen?
Jack: Well, don't you remember the last time we went on a field trip?
Jill: Sure I remember. Oh, I see what you mean. The teacher told us we had to take notes.
Jack: Right. There might be an assignment afterwards.
Jill: OK, thanks. A notebook and a pen as well then.

[Students’ answers can vary]
Kwon: Going on the field trip tomorrow?
Lucy: Yeah. And you?
Kwon: Sure. Better take a jacket because it could get cold.
Lucy: Really? Thought it was supposed to be warm tomorrow.
Kwon: Don’t think so. The weather report says it’ll be cold and rainy.
Lucy: OK. Taking your notebook with you?
Kwon: Yeah, better. We’ll have a test about what we saw on the trip.
Lucy: Test? About the museum or the aquarium?
Kwon: Both. That’s what Mandy told me, anyway.
Lucy: 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   l   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?  

Casual conversation. Because they do not use full sentences.
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?

Speaking Practice

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?

class outing, graduation trip
next week, next month
an umbrella rain
cold, rainy, cloudy
textbook, backpack, cell phone

Pronunciation Focus

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

Words
1. to-mor-row
2. jack-et
3. sup’posed
4. note-book
5. a-quar-i-um
6. an-y-way

Sentences
1. The weather report says it’ll be cold and rainy.
2. We’ll have a test about what we saw on the trip.
3. About the museum or the aquarium?

TIP
When a follows e or i in a word, it usually makes its own syllable sound (mu-seum, 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.

Ray: Going on the field trip tomorrow?
Yanzi: Certainly am. And you?
Ray: Of course. Better wear a sweater because it gets quite cold inside the observatory.
Yanzi: Even though it’s going to be sunny outside?
Ray: Yeah.
Yanzi: OK. Taking your notebook with you?
Ray: Yeah. Have to take notes about the planets and stars for the quiz.
Yanzi: Quiz? What quiz?
Ray: Afterwards. Against students from other schools.
Yanzi: Didn’t know about that. Guess I’ll have to pay attention then.

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?
A trip to the observatory.

What do you need to take and why?
Sweater – gets quite cold inside.
Notebook – to take notes for the quiz.

When are you going on the trip?
Tomorrow.

What will the weather be like?
Sunny.

Use the information from Activity I to tell the class about your classmate’s field trip.
Cross out words to shorten the dialogue without changing the meaning of the sentences.

Jack: Are you going on the field trip tomorrow?
Jill: Yeah. Will you be going, too?
Jack: Sure. Are you planning on taking anything with you?
Jill: I’ll be taking something for lunch. How about you?
Jack: I’m going to take my lunch, too. And a notebook and a pen.
Jill: Why do you need to take a notebook and a pen?
Jack: Well, don’t you remember the last time we went on a field trip?
Jill: Sure I remember. Oh, I see what you mean. The teacher told us we had to take notes.
Jack: Right. There might be an assignment afterwards.
Jill: OK, thanks. A notebook and a pen as well then.

Work with a classmate. Make notes for a dialogue about a field trip to a museum. Then practice your dialogue.

<table>
<thead>
<tr>
<th>Things to take</th>
<th>Me</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things to do on the trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present your dialogue to the class.
Paraphrasing can be quite a difficult skill to learn. However, it is a valuable skill because the original material is not always available to refer to when you are talking about it. It is also a good way to present key information in a shorter, more concise way. To paraphrase a long passage, it is helpful to take notes as you listen or read.

When beginning to paraphrase something, you can let listeners know by using phrases such as basically, to summarize or in short. Because spoken English is usually less formal than written English, you can use simpler vocabulary and sentences to restate something.

**Original:** A drought is an extreme form of weather in which very dry conditions occur over a long period of time.

**Paraphrase:** In short, a drought is when the weather is dry for a long time.

**Answers for Unit 2 Worksheet (p. 19)**

**A**

[Students’ answers can vary]

**B**

1. On Sunday April 11, 1965, a tornado outbreak in the midwest states of the US killed 271 people and injured more than 1,500 people. It was one of the most deadly tornado outbreaks ever. There were 47 tornadoes, many of them large, strong and lasting a long time. They also moved through places where people lived. Many people were in church that day so they did not hear about the tornadoes before they hit.

2. At about 7:45 on the evening of April 14, 1999, a large hailstorm occurred in eastern Sydney, Australia. Although not many people were injured and there was only one death, over 20,000 buildings and 40,000 vehicles were smashed by tennis ball-sized hailstones that came down at over 200 km/h. There were also 25 planes hit at Sydney Airport. Damages totaled over $1.5 billion, making it one of the most expensive hailstorms ever.

[Suggested answers; students’ answers can vary]
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?
   It tells the same important information.

2. How is Nick’s explanation different from the passage?
   It is shorter and uses some different words and sentences.
**Speaking Skill**

**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?
2. Some places in the world get terrible weather.
3. There are some ways to survive in places that get tropical storms.
4. Strong foundations protect buildings from winds.

**Pronunciation Focus**

Listen and repeat. Then underline the stressed syllables 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 ex-treme</td>
<td>1 Storms can also cause huge waves.</td>
</tr>
<tr>
<td>2 ex-per-i-ence</td>
<td>2 Living high up can save people from floods.</td>
</tr>
<tr>
<td>3 trop-i-cal</td>
<td>3 Levees can protect cities from big waves in storms.</td>
</tr>
<tr>
<td>4 foun-da-tions</td>
<td></td>
</tr>
<tr>
<td>5 pro-ject</td>
<td></td>
</tr>
<tr>
<td>6 cit-ies</td>
<td></td>
</tr>
</tbody>
</table>

**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) example (4) Special roofs keep the snow off them. (5) Using snow ploughs and tire chains makes driving on roads (6) safer.

A drought is an extreme form of dry weather over a long period of time. There are a variety of ways to live through times of drought. Farmers can use irrigation—channels and pipes—to bring water in from rivers or lakes. People can reduce their water use by recycling the water they use for washing and cleaning, and by installing water tanks to collect rain water.

First underline the key information from the passage. Then change some nouns, verbs and adjectives where you can.

Present your paraphrase to the class.
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.

Notes
- best way to stay warm
- inside house of snow—igloo
- blocks of hard snow
- dome-shaped house
- temperature: outside -45°C, inside 10-20°C
- snow excellent insulator (keeps warm air inside, stops cold air from getting in)

Present your paraphrase from Activity 1 to the class.
A) Read the paragraphs and take notes.

1. One of the worst tornado outbreaks in US history occurred on April 11, 1965. In total, 47 deadly tornadoes developed around the midwest states. The death toll was 271 and over 1,500 people were injured. It was such a destructive outbreak because of the number of tornadoes involved, the size, strength and duration of many of them, and the paths they traveled through urban areas. Also, because it was a Sunday, many people were in church, which was maybe why weather warnings were not received in time.

Notes

2. One of the most costly hailstorms ever recorded was on April 14, 1999 in Sydney, Australia. At around 7:45 p.m., hailstones that were larger than tennis balls and falling at more than 200 km/h came down over the eastern areas of Sydney. Over 20,000 properties and 40,000 vehicles were damaged in the storm, but luckily there were few injuries and only one person died as a result. 25 planes were also damaged at Sydney Airport. The storm caused over $1.5 billion worth of damage.

Notes

B) Work with a classmate and paraphrase the paragraphs. Then present one of your paraphrases to the class.
A Say each word. Then write the number of syllables and underline the stressed syllable.

- cities 2
- tomorrow 3
- extreme 2
- supposed 2
- tropical 3
- foundations 3
- protect 2
- aquarium 4

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 on the field trip this weekend?

Speaker B: Certainly am. You?

Speaker A: Of course. Better take an umbrella.

Speaker B: Really? I thought it was supposed to be sunny and hot all weekend.

Speaker A: Doubt it. The weather report says it’ll be cloudy and rainy by noon on Saturday.

Speaker B: OK. Taking snacks?

Speaker A: Yeah, better. There are no restaurants nearby and we’re going to get hungry.
Read the passage and take notes. Then present a paraphrase to the class.

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.

Notes
- Typhoon Tip—biggest and most intense tropical cyclone
- north-western Pacific Ocean, 1979
- half the size of US
- weakened before Japan
- floods, damage to fishing boats
- could’ve caused more destruction

Listen and take notes. Then paraphrase the important information to a classmate.

Notes
- 1993, North America, severe storm
- “Storm of the Century”
- from Canada to Cuba
- snowdrifts (10 m), heavy snow (1 m) in southern parts
- 10 million people lost electricity
- more than 300 people died
- 10 tornadoes caused more damage
## Speaking Skill

### Apologizing and explaining

When you need to make an apology, you can begin by simply saying *Sorry*. However, using a full sentence is more sincere [*I'm sorry...*]. To show even more sincerity, you can add one or more adverbs to emphasize how sorry you are [*I'm so sorry... / I'm very sorry...*].

You can then give a reason or an explanation using phrases such as *That's because... The thing is... See, I... or I don't want to make excuses, but...*. Sometimes you can reassure someone by saying that you will not repeat what you are apologizing for [*It won't ever happen again. I'll be more careful in the future*].

Apologies can be accepted in a variety of ways as well, ranging from complete forgiveness [*That's OK. It's no trouble at all*] to forgiveness based on a condition [*Well, OK. But just don't let it happen again*].

## Answers for Unit 3 Worksheet (p. 27)

### A
1. I'm sorry I'm late. I missed the bus.
2. I'm sorry. I left my homework on the bus.
3. I'm so sorry! I didn't see you there.
4. Sorry. The thing is, my phone had no power left.
5. I'm very sorry. I thought it was next week.
6. I'm really sorry. It just dropped out of my hands when I was putting it back in the case.
7. Sorry. My mom's sick so I want to stay home to look after her.
8. The thing is, I have to take the dog out for a walk before I can come meet you.

[Suggested answers; students' answers can vary]

### B

[Students' answers can vary]
Yumiko: Good morning—sorry I'm late.
Teacher: Come in, Yumiko. Where have you been? It's 10:30. Class is nearly over.
Yumiko: I'm sorry I didn't get here on time. The thing is my father fell and hurt his leg this morning.
Teacher: I'm sorry to hear that, Yumiko. Let's hope your father is OK soon. Do you have your homework for me?
Yumiko: Uh, actually, no ...
Teacher: I can understand why you are late, but what happened to your homework?
Yumiko: That's because with all the confusion this morning, I forgot to put my books and folders in my bag.
Teacher: Hm. Well, I expect to see your homework first thing tomorrow.

B Follow the instructions.

1 Underline the parts of the conversation where someone says “sorry.” Which “sorry” seems to be different from the others? “I'm sorry to hear that” is not an apology.

2 Circle the parts of the conversation where reasons are given.
**Speaking Skill**

**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...*.

**Speaking Practice**

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

<table>
<thead>
<tr>
<th>1</th>
<th>I'm sorry I didn't get here on time.</th>
<th>2</th>
<th>The thing is my father fell and hurt his leg.</th>
<th>3</th>
<th>Let's hope your father is OK soon.</th>
<th>4</th>
<th>With all the confusion this morning, I forgot to put my books and folders in my bag.</th>
<th>do my homework, come to school</th>
<th>my mother is sick, our car broke down</th>
<th>mother, aunt, grandmother</th>
<th>homework, project, notes</th>
</tr>
</thead>
</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. nearly</td>
<td>1. Good morning—sorry I'm late.</td>
</tr>
<tr>
<td>2. homework</td>
<td>2. Where have you been?</td>
</tr>
<tr>
<td>3. happened</td>
<td>3. Do you have your homework for me?</td>
</tr>
<tr>
<td>4. confusion</td>
<td>5. forgot</td>
</tr>
</tbody>
</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,  
   a hear that.
2 I’m sorry to a  
   b wanted to go but I couldn’t.
3 See, I b  
   c didn’t call you yesterday.
4 That’s because my e  
   d I’m going to be very busy tomorrow.
5 I’m sorry I c  
   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>
<thead>
<tr>
<th>Setting: Outside the movie theater</th>
<th>Character 1: Bo-Bae</th>
<th>Character 2: Terence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is Character 1 apologizing?</td>
<td>What are the explanations Character 1 gives?</td>
<td></td>
</tr>
<tr>
<td>1 He is late meeting Terence at the movie theater.</td>
<td>1 He fell asleep after lunch.</td>
<td></td>
</tr>
<tr>
<td>2 He forgot to bring the movie tickets.</td>
<td>2 He woke up late and was in a hurry, so he forgot the tickets.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested answers
Students’ answers can vary

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

Present your dialogue to the class.
Hi Yao. You look a little worried.

What's up?

Yao: Did I tell you we have an exchange student in our class? His name is Tom.

Kiki: Yeah, sure. What's the problem?

Yao: Well, during class he keeps interrupting the teacher to ask questions. I think it's making the teacher angry, 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.

Yao: You and I know that it's a bit different here. How can I help him?

Kiki: Well, you could tell him how it's sometimes rude to interrupt the teacher.

Yao: Do you think that would be enough to help him understand?

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

1. What is Yao's problem? An exchange student in his class is upsetting the teacher by asking too many questions at the wrong time.
2. What two suggestions does Kiki make? Tell Tom it is rude to interrupt the teacher, and tell Tom to watch the other students and act in the same way they do.
3. Which suggestion do you think Yao should follow? [Students' answers can vary]
4. Why do you think Yao should follow that suggestion? [Students' answers can vary]

Tell the class what you think Yao should tell Tom.
A Prepare explanations and then practice apologizing with a classmate.

1. You are late for class.

2. You do not have your homework to hand in.

3. You spilled a drink on someone.

4. You did not call someone as you promised.

5. You missed someone’s birthday party.

6. You broke someone’s new game.

7. You cannot go on a camping trip on the weekend.

8. You will be late meeting someone.

B Prepare notes to help you apologize for not doing something.

<table>
<thead>
<tr>
<th>Who you are apologizing to</th>
<th>What you did not do</th>
<th>Your explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Practice apologizing to a classmate. Then apologize to the class.
A Safer School

SUBJECT Social Studies
SPEAKING SKILL Using good delivery
SPEAKING TASK Present a speech about something at your school that should be made safer.

Speaking Skill

Using good delivery

You can use different ways to improve the delivery of a message. This unit focuses on organization of key points and timing, including pace and the length of pauses.

For good delivery, you should not rush through your points because listeners may not be able to follow you. Just use a normal, relaxed speaking pace. You can then speed up slightly for certain phrases or sentences, e.g., to express excitement about a certain point.

A pause of about one second is useful to clearly mark the end of a phrase or clause. A slightly longer pause is ideal for separating two sentences. A two- to three-second pause is good between paragraphs. Finally, you may insert a longer pause before your strongest point—this will tell listeners that the following point is very important.

Answers for Unit 4 Worksheet (p. 33)

A
1. swimming pool
2. not enough lifeguards / tiles too slippery around pool / depth not clearly marked
3. have more lifeguards / use non-slip mats around pool / mark depth along sides
   [Suggested answers; students’ answers can vary]

B
1. Elm Street and Pine Street intersection
2. too busy / cars rush out to join traffic / difficult to cross the streets
3. put up stop lights / provide pedestrian crossings/bridges/subways
   [Suggested answers; students’ answers can vary]
What could be done to make your school safer?

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.

Answer the questions.

1. What are the three main parts in each response? What does each part focus on?
   First = answers question simply with main idea/opinion.
   Second = situation/description.
   Third = reason for main idea/opinion.

2. When do the speakers use long pauses in their response?
   Between each main part.
Speaking Skill

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.

Speaking Practice

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.

2 This is where all the students go during recess.

3 At the moment, there are two teachers on duty during these times.

exercise, wait for the bus

at lunch break, after school

no, seven

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>
</tr>
</thead>
<tbody>
<tr>
<td>1 space</td>
</tr>
<tr>
<td>2 soc-cer</td>
</tr>
<tr>
<td>3 re-cess</td>
</tr>
<tr>
<td>4 ac-ci-den-tal-ly</td>
</tr>
<tr>
<td>5 du-ty</td>
</tr>
<tr>
<td>6 bul-ly-ing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I think my school will be safer if there are more teachers on duty.</td>
</tr>
<tr>
<td>2 Bullying is a problem at my school.</td>
</tr>
<tr>
<td>3 It usually happens during recess in the school yard.</td>
</tr>
</tbody>
</table>

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?

The swimming pool.

B Describe the problem.

Students are allowed to use the pool unsupervised. Many different ages of students use the pool at the same time.

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

At least one lifeguard should be on duty at all times when the pool is open. Also, a schedule should be drawn up to say when students can use the pool, with different times for different age groups.

TIP Mark pauses between phrases and sentences using (/). When you speak, pause slightly longer between the main parts.
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: Safety - new rules at school

Detail 1: No running in corridors at any time

Detail 2: No bottles or cans - only plastic containers

Detail 3: No ball sports in main school yard

Listen and take notes on Sam’s opinion.

Notes
Main idea: New rules won’t improve safety much

Detail 1: No running is an old rule, students never punished

Detail 2: Vending machines at school have cans in them - remove?
Upset the students

Detail 3: No other place for ball sports, new games, same danger

Work with a classmate. Discuss what the notice is about and how Sam agrees or disagrees with it.
A Think about something that you would like to be made safer in your neighborhood and make notes.

<table>
<thead>
<tr>
<th>1</th>
<th>Thing that needs to be made safer in my neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What the problem is</td>
</tr>
<tr>
<td>3</td>
<td>How the problem can be fixed</td>
</tr>
</tbody>
</table>

B Work with a classmate. Tell each other about what needs to be made safer in your neighborhood and take notes.

<table>
<thead>
<tr>
<th>1</th>
<th>Thing that needs to be made safer in my classmate’s neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What the problem is</td>
</tr>
<tr>
<td>3</td>
<td>How the problem can be fixed</td>
</tr>
</tbody>
</table>

C Tell the class about what needs to be made safer in your classmate’s neighborhood.
A. Say each word. Then write the number of syllables and underline the stressed syllable.

- duty: 2 syllables
- confusion: 3 syllables
- accidentally: 5 syllables
- bullying: 3 syllables
- nearly: 2 syllables
- soccer: 2 syllables
- homework: 2 syllables
- happened: 2 syllables

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:** I'm sorry I didn't get here on time.
   
   **Explanation:** I missed the bus and had to walk to school.

2. Friend: You still haven’t given my book back to me. You’ve had it for three months. Where is it?
   
   **Apology:** I'm sorry I haven't returned your book yet.
   
   **Explanation:** The thing is I left it at my grandma’s house during summer vacation.

3. Mother: I have your report card here and I'm so surprised. Your math score is so low this semester!
   
   **Apology:** I'm sorry that I didn't do well this semester.
   
   **Explanation:** That's because I missed some classes when I was sick.
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? The food in the school cafeteria.

   b. Why don’t you like it? The cafeteria mostly serves junk food. It doesn’t taste nice, and it is very unhealthy.

   c. How can it be improved? Food can be improved by including more healthy and tasty options such as fresh fruit, whole-wheat bread, and low-fat meat (like turkey).

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

   Notes

   a. What needs to be safer? Crosswalks.

   b. Describe the problem(s). Many places have no crosswalks. In places where there are, there are not enough signs to warn drivers to slow down. Many people are hurt each year.

   c. Say how the problem(s) can be fixed. More signs to warn drivers to slow down. Also, more crosswalks at busy intersections. Speed bumps can also be built to force drivers to slow down.

Suggested answers

Students’ answers can vary.
Complimenting and criticizing

It is very easy to give compliments to others, but not so easy to give criticism without offending them. To give compliments, you can use positive adjectives such as good, great, excellent, wonderful, fantastic and spectacular. These adjectives range from slightly complimentary to very complimentary. You can make the adjectives more complimentary by adding an adverb such as very or extremely [very good, extremely colorful].

When you want to give criticism, it is always best to first give a compliment. You can use adjectives such as unusual, unique, creative, original or special. When making the actual criticism, it is less offensive to make it sound less certain [Perhaps it's a little too ... / Maybe it's just me, but ...]. When making suggestions for improvement, phrases such as Maybe you could ... or Perhaps it would be even better if ... will help make them sound more polite.
What do you think?

Listen and read.

Huong: Hi, everyone. I've almost finished my painting for the art competition. Here it is. What do you think?

David: I don't like it. It's terrible.

Yuri: Oh, be quiet David. You're so unkind sometimes. Huang, I think the painting looks great. It's very creative and unique.

Huang: Thanks, Yuri.

Sally: I like it, too. Did you say you've almost finished it?

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

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

Huang: That's a good idea. Thanks!

B Answer the questions.

1. Who likes Huong's painting and who doesn't? Yuri and Sally like it, David doesn't.

2. Who does Huong thank and why? Yuri because she says nice things about the painting, and Sally because she makes a good suggestion on how to improve the painting.

3. How does Sally say she doesn't like something? How is this different from David? She uses kind language and suggests an improvement. David makes Huong feel bad.
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?

Art project
Really good, fantastic, spectacular
Original, special
Complicated, simple, dull
Make it simpler, use fewer colors

Pronunciation Focus

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

Words
1. com•pe•ti•tion
2. un•kind
3. cre•a•tive
4. u•nique
5. sug•ges•tion
6. col•ors

Sentences
1. What do you think?
2. Did you say you’ve almost finished it?
3. I still have a little more to add to it.

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.  
   a. Your friend’s party

2. It wasn’t much fun.  
   b. Your lunch

3. It doesn’t taste too good.  
   c. Your classmate’s essay

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

1. Notes
   I really like the painting. It is very colorful and has a lot of detail.  
   It is interesting, creative and beautiful.

2. Notes
   The cake looks delicious. But I think it is a little too simple at the moment. Maybe you could add some icing or candles to make it look more interesting?

Suggested answers
   Students’ answers can vary

Tip
   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.
**Integration**

Draw a quick picture. Then ask two classmates what they think of your picture and write down their responses and suggestions.

**Suggested answers**

Name: Sammy
Response: I think it’s a really beautiful drawing.
Suggestion: Maybe you could add more details to the background?

Name: Jessy
Response: I really like the colors you used and the way you drew the people.
Suggestion: Maybe you could add some expressions to the faces?

Tell the class how others felt about your picture and the suggestions they made.
A Think of a new idea for a snack. Draw a picture and make notes about it.

Idea: 

Notes:

B Work with two classmates. Tell them about your idea and take notes on what they think about it.

Name: __________________________
Notes: __________________________

Name: __________________________
Notes: __________________________

C Tell the class about your new idea for a snack.
Presenting a review

To begin a review, you should first state the title of the piece being reviewed and who created it—the author, director, singer, artist, etc. In the case of a book, movie or play, you can then give information on the main characters and your favorite characters, the storyline or plot and whether it was humorous, exciting, scary, etc. For movies or plays, you can also comment on things like special effects, set designs and costumes.

It is important to note that a review need not be all positive or all negative. For example, when giving your overall opinion of a movie, you might express why you liked the plot, but thought that it was not humorous or exciting enough, or that the special effects were not impressive.

A good way to end a review is to say whether or not you think others would enjoy reading, seeing or hearing the piece and why. If you want to mention some negative and positive aspects of the piece at the same time, you can use words like although, in spite of or despite [Although the special effects could be better, I think most people will like the movie. / Despite the fact that it’s a bit slow in some places, I think the exciting parts make up for it].
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.

### Answer the questions.

**Name of book, author, reviewer's opinion, main characters, reviewer's favorite character, storyline, why the reviewer thinks others will like it.**

1. What information does the review give about the book? The review gives information such as the name of the book, *Artemis Fowl*, the author, Eoin Colfer, the reviewer's opinion, the main characters, the favorite character, the storyline, and why the reviewer thinks others will like it.

2. What information is given in each of the three parts of the review? First: name of book and author and reviewer's opinion; Second: main characters and favorite character; Third: overview of storyline and why others may like it.
Speaking Skill

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.

Speaking Practice

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

1. The book I read is called *Artemis Fowl*.
2. It's very funny and enjoyable.
3. I found the characters interesting and the storyline fast and exciting.
4. There are six important characters in the book.
5. The story follows the adventures of Artemis.

Charlie and the Chocolate Factory
exciting, interesting, scary
dull slow and boring
two, many, several
a boy named Charlie

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. per-sen-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.
The movie I chose to watch is called **Charliewon the Chocolate Factory**.

Personally, I think it’s a very **exciting** and **entertaining** movie.

The director, Tim Burton, is **very good**. I think almost everybody will love this movie and want to see it again.

Charlie Bucket, Grandpa Joe and Willy Wonka (played by my favorite actor, Johnny Depp) know how to make a movie that kids of all ages will enjoy.

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

Harry Potter and the Goblet of Fire

**Mike Newell**

**The storyline is exciting and interesting, and this is the scariest of all the Harry Potter movies.**

**Harry Potter, Hermione Granger, Ron Weasley, Albus Dumbledore, Lord Voldemort**

**Albus Dumbledore – very wise, a good leader, always protects Harry**

**Harry has to compete in a very dangerous wizardry competition between different wizard schools.**

Adults and kids of all ages will enjoy it because it is exciting and has really good special effects.
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.

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main idea:</strong> Review of <em>The Hobbit</em> by Tolkien</td>
</tr>
<tr>
<td><strong>Detail 1:</strong> story: interesting characters, exciting storyline</td>
</tr>
<tr>
<td><strong>Detail 2:</strong> characters: Bilbo, Gandalf, dwarves (led by Thorin)</td>
</tr>
<tr>
<td><strong>Detail 3:</strong> favorite: Bilbo (brave and clever)</td>
</tr>
</tbody>
</table>

Joe also presented a review of the book *The Hobbit* by J. R. R. Tolkien. However, he tells us about ...

Sarah presented a review of the book *The Hobbit* by J. R. R. Tolkien. She describes ...
### A Prepare a review of a music video by a popular band.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of song</td>
</tr>
<tr>
<td>2</td>
<td>Name of band</td>
</tr>
<tr>
<td>3</td>
<td>My general opinion</td>
</tr>
<tr>
<td>4</td>
<td>Band members</td>
</tr>
<tr>
<td>5</td>
<td>Favorite band member(s)</td>
</tr>
<tr>
<td>6</td>
<td>Overview of music video</td>
</tr>
<tr>
<td>7</td>
<td>Why others may or may not like it</td>
</tr>
</tbody>
</table>

### B Work with a classmate. Take turns presenting your reviews and take notes on your classmate’s review.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of song</td>
</tr>
<tr>
<td>2</td>
<td>Name of band</td>
</tr>
<tr>
<td>3</td>
<td>My classmate’s general opinion</td>
</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>7</td>
<td>Why others may or may not like it</td>
</tr>
</tbody>
</table>

### C Present your classmate’s review to the class.
A Say each word. Then write the number of syllables and underline the stressed syllable.

characters 3 unique 2 technology 4 personally 4
suggestion 3 genius 2 incredible 4 colors 2

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 What did your friend make?</th>
<th>B Why do you like/not like these things?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dress</td>
<td>1 Beautiful, creative, skillful</td>
</tr>
<tr>
<td>2 Hamburger</td>
<td>2 Dry, tasteless, simple</td>
</tr>
</tbody>
</table>

C Prepare some compliments about what you like:
I think the dress is really beautiful. You are very creative and it is made very skillfully.

D Prepare some polite criticism about what you don’t like:
The hamburger is a bit simple at the moment. Maybe you could add some lettuce, tomato and onion, and offer some ketchup or mustard?
**The Jungle Book**

<table>
<thead>
<tr>
<th>1. Name of book</th>
<th>The Jungle Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Author</td>
<td>Rudyard Kipling</td>
</tr>
<tr>
<td>3. My general opinion</td>
<td>I really enjoyed <em>The Jungle Book</em>. The storyline is original and exciting. The setting is interesting and unique.</td>
</tr>
<tr>
<td>4. Main characters</td>
<td>Mowgli (a boy raised by wolves)</td>
</tr>
<tr>
<td></td>
<td>Baloo (a bear)</td>
</tr>
<tr>
<td></td>
<td>Bagheera (a black panther)</td>
</tr>
<tr>
<td></td>
<td>Shere Khan (a tiger)</td>
</tr>
<tr>
<td>5. Favorite character (and why)</td>
<td>Baloo. He is funny and brave and cares about Mowgli a lot. He is also easy-going and fun-loving.</td>
</tr>
<tr>
<td>6. Overview of storyline</td>
<td>A boy named Mowgli is raised by wolves in the jungles of India. A bear named Baloo and a panther named Bagheera help to teach Mowgli the rules of the jungle.</td>
</tr>
<tr>
<td>7. Why others may or may not like it</td>
<td>Kids and adults will enjoy <em>The Jungle Book</em> because it is exciting and original. It also teaches many lessons in a fun way.</td>
</tr>
</tbody>
</table>

Present your review to the class.
Leaving messages

To leave a phone message for someone, you should keep in mind your relationship to the person you are calling. When calling a stranger or someone you do not know very well, the greetings used should be more formal and the message should be polite, using phrases like "I'm sorry to bother you." or "Please return my call."

Your message should include important information like your name, the main purpose of the call and your contact information. It is also important to speak clearly and slowly. If you leave contact information, it is a good idea to repeat it [You can call me back at 555-6493. That's 555-6493].

You can also give alternative ways to contact you in the message [Or you can send me an SMS if it's after 9:00. Or you can e-mail me at ...].
Answer the questions and follow the instruction.

1. Who left each message? Jung, Mom and Mr. Hong.

2. Underline the parts of each message that explain why the person is calling.

3. Which message is most formal? How can you tell? C. The person calling uses formal apology phrases and a formal greeting/goodbye style. Also, the person leaves a number to call, which shows Lizzy does not know the person.
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:
      *Movie on Saturday*
   b. Instructions/Request:
      *Change time to 6:00*
   c. Call me back:
      *Before Friday*

2. A member of your family
   a. Reason for calling:
      *Forgot to take baseball gear*
   b. Instructions/Request:
      *Bring to school before practice*
   c. Call me back:
      *At school during recess*

Suggested answers
Students' answers can vary

Present your voice messages from Activity F to the class.

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

Message 1
From: Koko Funaki
To: Mrs. Lee
Subject: Essay about modern technology
- essay for Thursday
- can’t think of any ideas
- call back tonight

Message 2
From: Mrs. Lee
To: Koko Funaki
Subject: Essay about modern technology
- look at online news sites
- think how technology helps you
- see after class tomorrow

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

1. What is Koko’s problem? She has to write an English essay about modern technology. She can’t think of any ideas to write about.
2. What two suggestions does Mrs. Lee make? Find article on news sites. Look around house and think how technology helps.
3. Which suggestion do you think Koko should follow? [Students’ answers can vary]
4. Why do you think Koko should follow that suggestion? [Students’ answers can vary]

Present a voice message to the class with another suggestion that might help Koko.
A) Prepare a voice message for each person.

1. Message to your mom about being lost somewhere
   Notes: 
   
   
   
   

2. Message to a study camp about joining summer programs
   Notes: 
   
   
   
   

3. Message to your teacher about losing your homework
   Notes: 
   
   
   
   

4. Message to your friend about what to do on the weekend
   Notes: 
   
   
   
   

B) Present your voice messages to the class.
**Unit 8**

**Phone or email?**

**Unit Overview**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING SKILL</td>
<td>Persuading</td>
</tr>
<tr>
<td>SPEAKING TASK</td>
<td>Give a speech about a preference using persuasive expressions.</td>
</tr>
</tbody>
</table>

**Speaking Skill**

**Persuading**

One of the best ways to persuade others is to present them with rational arguments that are difficult to disagree with. After stating your preference (*Personally ... / In my opinion ... / From my point of view ...*), you can persuade others to agree with your point of view using a key phrase that indicates that it is a point that most, if not all, listeners would have to agree with (*As we all know ... / It’s well known that ... / I’m sure many of us would agree that ... / Let’s face it ... / Of course ... / It’s a simple fact that ...*).

A good way to support your preference is to give reasons and examples as evidence of how they are true (*Of course these days you can also read email on your cell phone. I got an important message like that just yesterday*). You can also finish by asking a rhetorical question that you know listeners would answer in such a way as to support your argument (*Why buy a new computer when the new phones these days can do many of the same things a computer can?*).
Phone or email?

Speaking Model

A Listen and read.

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.

B 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? The girl.
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, A cell phone make calls]
3. Email is the most common way to get messages these days. [write, check]
4. These days you can also read email on your cell phone.

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-sag-es</td>
<td>2 In addition, cell phones make a sound when you get a voice message.</td>
</tr>
<tr>
<td>3 re-mind-ing</td>
<td></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>
Would you prefer to get a new cell phone or a new computer?

Personally, I would prefer to get a new cell phone. Good cell phones are still cheaper than good computers. 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. I can even check my email! To conclude, 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
- prefer sending an essay by email
- typing is faster and the essay will be neater
- can include illustrations or diagrams to explain some complicated ideas
- corrections are easier to make—don’t have to write it out again

Example: Teacher can make corrections on the text file for you to see.

Present your response to the class.
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
- prefer an online chat room
- less expensive than an international phone call
- can invite others to chat as well
- can send photos and share other files
- can chat for longer than talking on the phone
- chatting gives you time to think of a response

Suggested answers
Students’ answers can vary

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

Notes
- prefer the phone
- can phone cheaply using computer technology
- easier to understand meaning when hearing a person’s voice
- can practice English speaking and listening
- more fun than typing the whole time, and less tiring

Suggested answers
Students’ answers can vary

Tell the class why your classmate’s response was or wasn’t persuasive to you.
Choose a preference and prepare a response with reasons and examples.

Which would you prefer—using the Internet on a cell phone or on a computer?

Notes

Find a classmate who did not choose the same preference as you. Tell each other about your preference and take notes on your classmate’s preference.

Notes

Tell the class about your and your classmate’s preferences.
A. Say each word. Then write the number of syllables and underline the stressed syllable.

chance 1 tonight 2 forgotten 3 reminding 3
library 3 messages 3 important 3 science 2

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.

<table>
<thead>
<tr>
<th>Message to your father</th>
<th>Message to a teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• need him to come and get you from school early today</td>
<td>• lost the homework task sheet</td>
</tr>
<tr>
<td>• call back at school</td>
<td>• call back before 9:30</td>
</tr>
</tbody>
</table>

Notes
- phoning from school
- soccer coach is sick and not at school
- no soccer practice today
- please pick up directly after school

Notes
- left the task sheet in locker
- need the details to complete the assignment
- can email it or copy down over the phone
Choose a preference and prepare a response with some reasons and an example. Present one response to the class.

Do you prefer to read about science in a book or by finding information on the Internet?

Notes
- prefer finding information on the Internet
- can use many different sources
- can see animations and movies, listen to audio
- can do online quizzes

Do you prefer to use an online dictionary or a paper dictionary?

Notes
- prefer online dictionary
- easier and faster to type words
- can click on other words I don’t understand
- can listen to pronunciation

Do you prefer to watch a movie on your computer or TV?

Notes
- prefer TV
- surround sound theater system
- can sit or lie down comfortably
- share with friends and family
### Subject
Science and Nature

### Speaking Skill
Getting more information

### Speaking Task
Role-play a dialogue about ways to clean up the neighborhood.

---

#### Getting more information

You can help other people express complicated ideas by using simple expressions to show that you are interested and listening. These expressions can be short utterances, such as *Yes?*, *And?*, *Mm ..., Uh-huh, I see* and *Go on*.

You can suggest ways for them to continue explaining using a short direct question [*Like? Like what? What do you mean?*]. You can also use open-ended questions to ask the speaker to review or summarize what he/she wants to say [*So, what are you suggesting? / So, what are you getting at?*]. Alternatively, if you think you know what the speaker is suggesting, but want to clarify it, you can ask a more closed yes/no question [*So are you suggesting that ...?*].

Note that when you use questions to get more information from someone, you need to be careful to always ask them in a polite or friendly tone—even with a neutral tone, these types of questions can easily sound aggressive or rude.
**Speaking Model**

**Listen and read.**

**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?

---

**Follow the instruction and answer the question.**

1. Circle the parts of the dialogue where one person asks the other person to continue talking or to explain something.

2. Look at Cho’s last question. What do you think Jack might be suggesting? Students’ answers can vary. Possibilities include Jack and Cho and their friends getting together to help keep the neighborhood clean, which would then help keep the environment clean.
**Speaking Skill**

**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?

**Speaking Practice**

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)

**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 en-vi-ron-ment</td>
<td>1 I think she <strong>meant</strong>, you know, that it was up to us, too.</td>
</tr>
<tr>
<td>2 neigh-bor-hood</td>
<td>2 What do you <strong>mean</strong>?</td>
</tr>
<tr>
<td>3 re-mov-ing</td>
<td>3 So, what are you <strong>suggesting</strong>?</td>
</tr>
<tr>
<td>4 gut-ters</td>
<td></td>
</tr>
<tr>
<td>5 e-nough</td>
<td></td>
</tr>
<tr>
<td>6 sug-gest-ing</td>
<td></td>
</tr>
</tbody>
</table>

**Tip**
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 (a)

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

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

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

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

John: Jin, remember that scientist who came to talk to our class?
Jin: Yes?
John: He mentioned that clean cities have healthier residents.
Jin: And?
John: By keeping the air and environment in our neighborhood clean, we help everyone live healthier lives.
Jin: Go on, I'm listening.
John: We can help everyone by saving electricity, planting trees and recycling.

Suggested answers
Students' answers can vary

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

1. Planting trees is a great way to reduce greenhouse gases.
2. Recycling cans, paper and glass saves natural resources.
3. Walking or riding a bike is better than using a car.
4. Switching off appliances when we're not using them saves energy.

Report your classmate's ideas to the class.

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

1. We can buy appliances designed to save energy.
2. We can buy products that are recyclable.
3. We can use solar energy.
4. We can use cars that are more environmentally friendly.
A Choose one of the topics and make notes about it.

Topic 1: What can we do at school to help protect the environment?
Topic 2: What can we do at home to help protect the environment?

Notes

B Find a classmate who did not choose the same topic as you. Explain your ideas and take notes on your classmate’s ideas.

Notes

C Present your classmate’s ideas to the class.
Explaining a group plan

Explaining a group plan in which various people will be responsible for various tasks requires a speaker to be especially organized in his/her oral presentation. Firstly, the steps to be taken should be presented in the order in which they will occur. This can be made clear by starting sentences with words and phrases such as *First[ly]*, *Second[ly]*, *Next*, *After that*, *Once we have finished* ..., *While* and *At the same time* ...

To give listeners a good idea of what will be taking place in what sequence, it is helpful to use continuous constructions [*Takeshi will be searching for* ... / *We're planning on finishing by* ...].

Tell students it is helpful to connect certain people or groups of people to specific steps or actions in the plan. This will help clarify who will be doing what and, in some cases, how more than one thing could be in progress at the same time. This also helps reinforce to any group members who are also listening what their assigned tasks are and in what order they need to accomplish them.
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-Mae will be searching for news articles about some of the damage done to the environment. Then, Yours’ 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!

B Answer the questions and follow the instruction.

1. What is the first stage of this group’s plan? Soo will find pictures of nature.
2. What is the last stage of this group’s plan? Yong will be interviewing the Minister of the Environment.
3. Underline words in the dialogue that show future actions or plans.
**Speaking Skill**

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.

**Speaking Practice**

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.

**Pronunciation Focus**

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

**Stage 1**
- Brian: Borrow two video cameras and microphones
- Scott: Find unspoiled natural scenes
- Kerry: Find scenes of pollution
- Jody: Find students to interview

**Stage 2**
- Brian: Record scenes with Scott and Kerry
- Tom: Record Jody interviewing students

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

Plan: Slide show presentation about greenhouse gases

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daniel:</strong> Borrow a digital camera.</td>
<td><strong>Daniel &amp; Eun-Mi:</strong> Take pictures of cases where greenhouse gases are sent into the air.</td>
</tr>
<tr>
<td><strong>Eun-Mi:</strong> List cases where greenhouse gases are sent into the air.</td>
<td><strong>José:</strong> Summarize articles about global warming for presentation.</td>
</tr>
<tr>
<td><strong>José:</strong> Find online articles about global warming.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested answers
Students’ answers can vary

Present your plan to the class.

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.

Notes

Main idea: New rules to make greener school

Detail 1: Cans and glass in new bins

Detail 2: Paper in boxes in classrooms

Detail 3: Faucets in bathrooms - no more than 30 seconds

Listen and take notes on Kim's opinion.

Notes

Main idea: New rules excellent, easy for students, good for environment.

Detail 1: Cans and glass in recycle bins will be recycled for sure

Detail 2: A lot of paper thrown out (notes, worksheets) - good to recycle it

Detail 3: Some children use too much water, new rule will stop them wasting water

Work with a classmate. Discuss what the notice is about and how Kim agrees or disagrees with it.
Work with two classmates. Decide on two group presentations and make notes for a group plan for each presentation.

Presentation A: How to help reduce air pollution
Presentation B: How to help reduce water pollution
Presentation C: How to help protect rainforests
Presentation D: How to help protect wildlife

Plan: Presentation on

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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Plan: Presentation on

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

Present your plans to the class.
A Work with two classmates. Decide on two group presentations and make notes for a group plan for each presentation.

Presentation A: How to help reduce air pollution
Presentation B: How to help reduce water pollution
Presentation C: How to help protect rainforests
Presentation D: How to help protect wildlife

Plan: Presentation on

Stage 1

Stage 2

B Present your plans to the class.
A Say each word. Then write the number of syllables and underline the stressed syllable.

enough 2 policies 3
articles 3 gutters 2
presentation 4 environment 4
interview 3 suggesting 3

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: Yes?

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

Chan: Well, it seems like such a shame.
Me: What do you mean?

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: Like what?
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

<table>
<thead>
<tr>
<th>Stage 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim:</td>
<td>Take pictures of trash on city streets in our neighborhood.</td>
</tr>
<tr>
<td>Sally:</td>
<td>Take pictures of clean streets in other places.</td>
</tr>
<tr>
<td>Tom:</td>
<td>Research solutions for reducing trash.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim &amp; Sally:</td>
<td>Place pictures on presentation.</td>
</tr>
<tr>
<td>Tom:</td>
<td>Summarize solutions on presentation.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Stage 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim:</td>
<td>Find pictures of endangered animals online.</td>
</tr>
<tr>
<td>Sally:</td>
<td>Research reasons for extinction.</td>
</tr>
<tr>
<td>Tom:</td>
<td>Record video of endangered animals at the wildlife park.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim &amp; Sally:</td>
<td>Combine pictures and reasons in presentation.</td>
</tr>
<tr>
<td>Tom:</td>
<td>Show video of endangered animals as part of presentation.</td>
</tr>
</tbody>
</table>
Giving precise answers

In some very formal conversations, such as when talking to an officer at immigration, it is important to give information accurately and clearly. You should listen to questions very carefully to make sure you understand what is being asked. Pay attention to key words and do not be afraid to say when you do not understand.

If you know that you will be in a formal situation, you should prepare beforehand and think about the kind of questions you may be asked. This way you can prepare your answers and even memorize how to say them clearly. For example, when you are asked for your name, you should respond with your full name, not just your given name.

Answers for Unit 11 Worksheet (p. 83)

Given name(s): William Bradley
Family name: Pitt
Date of birth: December 18, 1963
Male/Female: male
What you do: actor and film producer
Reason(s) for your visit: making a new movie
How long you plan to stay: four months
Name and address of hotel: The Plaza Hotel, Central Road
Telephone number: 555-3454021
Email address: info@bradpittworld.tv
[Suggested answers; students' answers can vary]
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.

B Follow the instruction and answer the questions.
1. Circle the questions Hyeon-Joo asks. Why does she ask each of them?
   She asks the questions to clarify what the officer asked.
2. What information did Hyeon-Joo write down before she arrived? Host family's address.
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?
2. What city do you come from?
3. Will you be staying with a host family in Canada?
4. Do you know the address?

Takeshi, Mandy
country, town, area
Australia, the United States
name of the host family, telephone number

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

Words
1. wel-come
2. pass-port
3. please
4. host
5. ad-dress
6. writ-ten

Sentences
1. Your name and age?
2. I have the address written down here.
3. Would you like to see it?

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?
   New Zealand

B. Questions:
   1. Your name and age?
   2. What city are you from?
   3. Where are you staying in New Zealand?

C. Answers:
   2. I’m from Incheon.
   3. With a host family—the Smiths.

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

Coco: Hi Paul. When do you leave for camp in Australia?
Paul: Next week. Actually, I'm a little bit worried.
Coco: Why's that? You should be excited.
Paul: Well, I'm worried about speaking English 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 ready.
Paul: How?
Coco: Well, you could write down 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 important information. You know, like the name and address of your host family.
Paul: That's a good idea. Thanks!

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

1 What is Paul's problem? He's going to Australia but is worried about speaking English.
2 What two suggestions does Coco make? Practice answering questions in a role play with a friend (herself). Write down important information.
3 Which suggestion do you think is the best one? [Students' answers will vary]

Tell the class about the information you should write down or practice before going on a trip.
A Pretend you are a famous singer, actor or sports star arriving in a foreign country and complete the form.

<table>
<thead>
<tr>
<th>Given name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family name</td>
<td></td>
</tr>
<tr>
<td>Date of birth</td>
<td></td>
</tr>
<tr>
<td>Male/Female</td>
<td></td>
</tr>
<tr>
<td>What you do</td>
<td></td>
</tr>
<tr>
<td>Reason(s) for your visit</td>
<td></td>
</tr>
<tr>
<td>How long you plan to stay</td>
<td></td>
</tr>
<tr>
<td>Name and address of hotel</td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
</tbody>
</table>

B Work with a classmate. Pretend you are an officer at immigration questioning your classmate’s famous person. Take notes on the answers.

C Introduce your classmate’s famous person to the class.
Summarizing and concluding arguments

Summarizing and concluding arguments is one of the most important parts of the debate process. To do this effectively, you should keep careful notes of your team’s arguments during the debate.

You should restate the debate topic clearly. Then summarize each important argument in the order they were made [First, ... explained that ... / ... went on to say that ... / Finally, ... pointed out how ...]. Alternatively, you can order the arguments according to how persuasive they are [First, ... explained that ... / ... described how ... / Most convincingly, ... went on to show that ...].

Finally, it is good to conclude a summary by restating your team’s opinion using a persuasive expression [Tying all this together ... / This all goes to show that ... / I think we can all agree that ... / When all these are considered together, it is clear that ...].
Teacher: OK, it's time for the two teams to wrap up their arguments. Stacy, please summarize and conclude your team's argument.

Stacy: Today we discussed if it is more important to learn about a country's customs or language before you visit it. Our team has shown very strongly that customs are more important. First, Yun-Hee explained how you can get into very embarrassing situations if you don't know a country's important customs. Joo-Chan went on to say that knowing customs shows people that you respect their way of life. Finally, Daniel pointed out that one can learn about customs faster and more easily than learning a whole language. So, I think we could all agree that learning about customs is definitely more important than learning a language before you visit.

B Answer the questions and follow the instruction.

1. What is the main idea of Stacy's conclusion? How many times does she state it? **Customs are more important than language. Twice.**

2. What are the three arguments Stacy summarizes?

3. Underline the parts where Stacy presents what people on her team said.

- You can get into very embarrassing situations if you don't know a country's important customs.
- Knowing customs shows people that you respect their way of life.
- One can learn about customs faster and more easily than learning a whole language.
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 ...).

Speaking Practice

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.

difficult, uncomfortable

culture, traditions

traditions, way of life

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>dis-cussed</td>
<td>Please summarize and conclude your team's argument.</td>
</tr>
<tr>
<td>lan-guage</td>
<td>Our team has shown very strongly that customs are more important.</td>
</tr>
<tr>
<td>em-bar-rass-ing</td>
<td>Learning about customs is definitely more important.</td>
</tr>
<tr>
<td>sit-u-a-tions</td>
<td></td>
</tr>
<tr>
<td>point-ed</td>
<td></td>
</tr>
<tr>
<td>def-i-nite-ly</td>
<td></td>
</tr>
</tbody>
</table>

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>Reading an English novel will help you learn English more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1:</td>
<td>Can read and memorize vocabulary</td>
</tr>
<tr>
<td>Argument 2:</td>
<td>Can learn natural dialogue for speaking</td>
</tr>
<tr>
<td>Argument 3:</td>
<td>Can learn about cultural references</td>
</tr>
</tbody>
</table>

Suggested answers
Students’ answers can vary

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.

Main idea: English software better than books.

Detail 1: Tony - software for more listening practice

Detail 2: Julie - books can be read online

Detail 3: Gary - students comfortable with new tech / books old and boring

Listen and take notes.

Main idea: Books for libraries better than software

Detail 1: Kim - not all students have computers / everyone can use a public library

Detail 2: Akio - students could just play games on computers / not study

Detail 3: Jane - books are cheaper so can get a lot more

What is your opinion about the topic?
A  Form a team with two classmates and decide on your team’s position on the topic. Prepare three arguments to support your position.

Topic: Which is a better way to learn English—going to after-school English classes or chatting online with friends from English-speaking countries?

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

B  Debate the topic with another team and make notes to help you summarize and then conclude your arguments.

C  Present your summarizing conclusion to the class.
A Say each word. Then write the number of syllables and underline the stressed syllable.

- embarrassing 4
- host 1
- written 2
- address 2
- pointed 2
- welcome 2
- passport 2
- language 2

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.
   **Tony Chan.**
2 Where are you from?
   **China.**
3 Who are you staying with?
   Jim and Sarah Brown.
4 What's your full address here?
   88 Blackwell Road, Northcliff.
5 Do you have a contact phone number you can give us?
   555-7113.
6 Ok, where were you going when you saw the accident?
   To the Northcliff Sports' Center.

Suggested answers
Students' answers can vary
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>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1:</td>
<td><strong>Learn more about culture</strong></td>
<td><strong>Meet people from many different cultures</strong></td>
</tr>
<tr>
<td>Argument 2:</td>
<td><strong>Speak English all the time</strong></td>
<td><strong>Can learn different languages</strong></td>
</tr>
<tr>
<td>Argument 3:</td>
<td><strong>House more comfortable than dorm</strong></td>
<td><strong>Less lonely being with people my own age</strong></td>
</tr>
</tbody>
</table>
# Pronunciation

## Words

### One Syllables

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### Two Syllables

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<td>col·ors</td>
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Note: The page numbers here refer to the Student Book.
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<td>embarrassing</td>
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<td>p. 64</td>
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<td>environment</td>
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<td>p. 14</td>
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<td>49</td>
<td>p. 44</td>
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<td>situations</td>
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<td>technology</td>
<td>37</td>
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## Five Syllables

<table>
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</thead>
<tbody>
<tr>
<td>accidentally</td>
<td>26</td>
<td>p. 24</td>
</tr>
</tbody>
</table>
Listen to the dialogue. Decide if each statement is True or False.

Jack: Hey Casey. Going on the field trip this weekend?
Casey: Certainly am, Jack. And you?
Jack: Sure. Better take a camera 'cause there'll be some interesting animals to see.
Casey: Really? Thought we were going skiing.
Jack: No. Been too warm, so there's not enough snow. Going to the wildlife park instead.
Casey: OK. Haven't been there before. No skiing at all then?
Jack: Guess not.

Listen and take notes on Sam's opinion.

I think these new school rules are not going to help much to improve safety at school. I mean—no running in the corridors? That's already a rule and nobody ever gets punished. And the bottles and cans, well I can understand that, but there are vending machines in the school that have cans in them. Are they going to remove them? That'll really upset students. And the no ball sports rule—well, that's a bit unfair really. There's no other place to play ball sports, so how can kids have fun during recess? They'll just find other games to play, and they could be just as dangerous as ball sports.

Listen to Joe's review and take notes.

You might be surprised to know that one of the best ways to stay warm in extremely cold places is to stay inside a house made entirely of snow. I'm talking about igloos, of course. Igloos are built by joining big blocks of hard snow together to make a dome-shaped house. Even when the temperature outside is as low as -45 degrees Celsius, inside the igloo it can be as warm as 10 to 20 degrees Celsius. This is because snow is an excellent insulator—it keeps warm air inside an igloo and stops cold air from getting in.

Listen to the two voice messages and take notes about each.

Koko: Good afternoon, Mrs. Lee. This is Koko Funaki. I'm sorry to bother you after school hours, but I have a problem. It's about the English essay you asked us to hand in by Thursday morning. The one about modern technology? My problem is that I can't think of any ideas to write about. If you could call me at 555-2557 any time tonight, I would really appreciate it. Thanks and sorry again to be bothering you!

Mrs. Lee: Hello there, Koko. Sorry I missed you. About your problem—you can't get any ideas for writing about technology? Well, one
A suggestion would be to look on some online news sites. You could choose an article that interests you, explain the main ideas in your essay and then how you feel about them personally. Another idea is to look around your house and think about all the ways technology helps you and your family. Then you could think about what it would be like to live without those things. So, there are some ideas and I hope they help you. If you're still having problems, why not come and see me after class tomorrow? Bye for now.

### Unit 10

**Student Book p. 56**

**Listen and take notes on Kim's opinion.**

Personally, I think these new rules are a really excellent idea. They're not difficult rules to remember, and it doesn't make life harder for us at school. But the rules will help the environment a lot! First, the idea of putting cans and glass into recycle bins is great because we can be sure they'll be recycled. Second, students throw out a lot of paper—like notes and worksheets. So it's good to be able to recycle all of that, too. Last, I've seen many students waste a lot of water when they wash their hands. Some leave the faucets on for a minute or more! Now there's a rule to stop students wasting water.

### Unit 12

**Student Book p. 66**

**Listen and take notes.**

Our team has shown very clearly that it's much better to spend more money on English books for libraries. Kim pointed out how not all students have computers, but everyone has access to the public library. Akio went on to say that students might just play games on computers and not study, so they're not as good as books. Finally, Jane argued that books are cheaper than software, so we could buy a lot more books, giving students more materials to use.