**Speaking Tutor Answer Key**

**Speaking Tutor 3B**

**Unit 1: How Do We Learn About Other Cultures?**

Lesson 1

Vocabulary Preview

1. A I’m really \_*curious\_* about your neighbors. What country are they from?

 B They are from India. They follow a mixed \_*culture\_*, part Indian and part Western.

2. A I just read an article about the remote African island of Zanzibar. Its culture and \_*customs\_* are \_*fascinating\_*. Someday I hope to visit the country.

 B There are lots of useful \_*resources\_* on the Internet about Zanzibar. You can do more \_*research\_* on it.

3. A Me, too! I have some really good \_*recipes\_* for chicken and vegetable tacos that you can borrow.

 B Thanks. There are some very good ones \_*available\_* online, too.

4. A A(n) \_*additional\_* way to find out about another country is to go to a restaurant.

 B Well, there is a new restaurant just around the corner that \_*serves\_* really good Indonesian food. Maybe we can learn some Indonesian there, too!

Dialogue: Researching Other Cultures

Comprehension Check

(Sample answers)

1. (Clarence is going to Zanzibar) to research East African customs for his new book.

2. You can visit the library, search the Internet, or even go to restaurants in your neighborhood.

3. Wanda and Steve/They are (perhaps) writers/journalists/reporters.

Interview Questions

(Note that ALL words on the right can complete the questions.)

Lesson 2

Language Focus: Giving Examples

(Sample answer for the paragraph)

There are a few ways to learn about \_*endangered animals*\_ without \_*traveling*\_. To begin with, \_*you can visit your local zoo.*\_

There, you can \_*find many wild and exotic animals from all around the world.*\_

Second, \_*you can search the Internet for information.*\_

You can \_*find a lot of interesting articles on the Internet,*

and \_*it’s a very convenient and inexpensive way to get information.*\_

Third, \_*there are lots of television documentaries about endangered animals.*\_

You will be able to \_*find out a lot of new information from the TV presenter.*\_

Preparing a Presentation: How Do We Learn About Other Cultures?

**How Do We Learn About Other Cultures?**

 *2* *Body* \_*There are three ways of learning about other cultures (without visiting the country).*\_ First, you can go to the library. There, you can find books and travel magazines on the country you’re interested in. Second, use the Internet. You can search for pictures of the country, and try language lessons online. The last thing that you can do is taste the food of another culture. You can visit a restaurant that serves that food. Or, you can get some recipes and make the food yourself.

 *3* *Conclusion*  \_*In conclusion,\_* there are many easy ways of doing research on a culture. Just pick an interesting place, visit the library, go online, or to a restaurant, and have fun!

 *1* *Introduction* \_*Welcome, everyone.*\_ Today, I’m going to tell you how we can learn about other cultures through research.Did you know that these days, you don’t need to leave home to be able to explore other places around the world?

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *How Do We Learn About Other Cultures?* |
| Main Idea | *There are three ways of learning about other cultures without visiting the country.* |
| How? | Research Methods | Examples (What You Can Find/Experience) |
| *go to the library* | *books & travel magazines* |
| *use the Internet* | *pictures & language lessons* |
| *taste the food* | *visit a restaurant or get some recipes* |

 Lesson 3

Vocabulary Preview

1. A How was your summer vacation?

 B It was great! My family took a trip to Spain. It was a(n) \_*unique\_* and interesting experience.

2. A Tell me all about it. What did you do there?

 B We went sightseeing, and we watched a(n) \_*bullfighting\_* performance. It felt so weird to experience this event \_*first-hand\_*.

3. A What kind of food is popular in Spain?

 B A lot of Spanish food \_*originates\_* from other cultures, but people there all love \_*seafood\_*.

4. A What are the people like?

 B They are very friendly. I loved listening to people speak \_*Spanish\_*. It is a(n) \_*Romance\_* language, which means it comes from Latin. It is so beautiful and \_*melodic\_*, like music.

Dialogue: Experiencing Another Culture

Comprehension Check

(Sample answers)

1. They are (probably) in a classroom.

2. They wear the same clothes as we do. But they also have their traditional clothes (such as for flamenco dancing or bullfighting).

3. (The teacher thinks) it’s very melodic.

Dialogue Tips: Giving Examples

|  |  |  |
| --- | --- | --- |
| How? |  Methods | Examples |
| Method 1 | *eat the food* | *seafood* |
| Method 2 | *look at / wear the clothes*  | *bullfighting and flamenco dancing clothes* |
| Method 3 | *listen to / speak the language* | *talk to people in the shops and restaurants* |

Ask your buddy the questions. Complete the chart with his/her answers.

|  |  |  |
| --- | --- | --- |
| Your Questions | Methods | Examples |
| How can someone improve their health? | *exercise* | *-walking**-jogging* *-lifting weights* |
| How can someone avoid being lonely when living alone? | *get a pet* | *-cat**-dog**-fish* |
| How can someone be a better student in school? | *pay attention in class* | *-listen to the teacher**-don’t talk to friends* *-participate in class* |
| How can you persuade your parents to let you go out after you have been grounded? | *make them happy* | *- study hard**- help with chores**- don’t play video games* |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(make your own question) |  |  |

Interview About Cultures

(Sample answers)

**Wendy** How can we find out what another culture is like?

**Richard** \_*I think visiting the country is the best way to learn about another culture.\_*

**Wendy** Have you traveled to another country before?

**Richard** \_*Yes, I have been to Japan. I went there last summer with my family.\_*

**Wendy** What foods do people in \_*Japan*\_ eat?

**Richard** \_*They eat a variety of healthy food, but they especially like seafood.\_*

**Wendy** Do they \_*wear*\_ the same \_*clothes*\_ as we do?

**Richard** \_*Of course. Japanese people are very modern people. But, they also still like to wear traditional clothes such as kimonos.\_*

**Wendy** Was it weird to hear \_*Japanese*\_ at first?

**Richard** \_*Yes, at first it was, but I soon got used to it. Japanese is a fun language!*\_

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)

**Unit 2: Why Should We Stop Global Warming?**

Lesson 1

Vocabulary Preview

1. A Everyone is talking about \_*global\_* warming. So, what is it?

 B It is when the \_*temperature\_* of the Earth continues to \_*increase\_*.

2. A What causes this to happen?

 B \_*Pollution\_* is the biggest cause. Human activities and the \_*consumption\_* of more and more goods make our planet dirty.

3. A What effect will global warming have on the environment?

 B There will be more natural \_*disasters\_*, such as \_*flooding\_*, due to rising sea levels.

4. A Is there anything else that will happen?

 B Higher temperatures will create more deserts and cause the \_*loss\_* of farmland. When farmland is lost, less food will be produced, and people will \_*starve\_*.

5. A We have to \_*prevent\_* these things from happening.

 B Yes, we have to do it now and do it fast before it’s too late.

Dialogue: Why We Should Stop Global Warming

Comprehension Check

(Sample answers)

1. They are talking about global warming.

2. As temperatures rise, the ice caps will melt, causing higher sea levels and flooding.

3. It would mean loss of farmland. *OR* There would be less farmland.

Dialogue Focus: Explaining a Chain Reaction

Fill in the chart with causes and effects that were mentioned.

|  |  |
| --- | --- |
| Causes | Effects |
| Increase in population and production  | *More people and pollution* |
| More people and pollution | Global warming |
| *Global warming* | Rise in temperatures |
| *Rise in temperatures* | Ice caps melt; deserts grow |
| Ice caps melt | *Sea levels rise; flooding* |
| Flooding | *Loss in farmland* |
| Loss in farmland | *Less food production* |
| *Less food production* | People starve |

Lesson 2

Language Focus: Chain Reactions

\_\_\_7\_\_ The dentist gave Johnny a shot in the gums.

\_\_\_4\_\_ Johnny got a toothache.

\_\_\_1\_\_ Johnny went trick-or-treating on Halloween.

\_\_\_5\_\_ He went to the dentist.

\_\_\_2\_\_ He got a lot of candy.

\_\_10\_\_ Johnny’s teeth were fixed.

\_\_\_3\_\_ He ate all of the candy.

\_\_\_6\_\_ The dentist found two cavities.

\_\_\_8\_\_ The shot made his mouth numb.

\_\_\_9\_\_ The dentist cleaned up the cavities and put in fillings.

Telling a Story: The Avalanche

Possible picture story order: D, G, F, E, C, H, I, A, B

Preparing a Presentation: Why Should We Stop Global Warming?

**Why Should We Stop Global Warming?**

 *3 Conclusion*  \_*In conclusion,* global warming must be stopped now. If not, one day it’ll be too late. Act now!

 *2 Body*  There are three important reasons why \_*global warming is a serious issue*\_. The first reason is the increasing population. More people produce more greenhouse gases which will increase the Earth’s temperatures. The second reason is increased factory production. Greenhouse gas emissions will cause sea ice to melt, sea levels to rise, and more flooding. The third reason is that if we don’t stop global warming now, it may be too late, and our problems will continue to get worse. Remember, it is easier to prevent a problem than it is to fix it.

 *1 Introduction*  Today, I’m \_*going to explain*\_ why we should stop global warming. I want to emphasize that we must stop it soon. Global warming will affect everyone’s lives in the future. Therefore, people should understand why we should all work hard to stop it.

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *Why Should We Stop Global Warming?* |
| Main Idea  | *Reasons why global warming should be stopped now* |
|  | Causes | Effects |
| Reason 1 | *increasing population* | *more greenhouse gases— increase the Earth’s temperatures* |
| Reason 2 | *increased factory production* | *greenhouse gas emissions – sea ice to melt, sea levels to rise, more flooding* |
| Reason 3 | *too late to take action* | *problems get worse* |

Lesson 3

Vocabulary Preview

1. A Is that a report about global warming?

 B Yes. The report says it is \_*caused by\_* people, and that the twenty first century will be a disaster.

2. A What \_*evidence\_* does it give about the polar ice \_*caps\_*?

 B It says the ice caps will likely melt, and the water will \_*flow\_* into the sea, causing sea levels to rise.

3. A How will that \_*affect\_* people?

 B People living along the \_*coast\_* will \_*flee\_* their homes and move \_*inland\_*.

4. A What else?

 B Land will be lost not only due to flooding but also \_*drought\_*. That’s because warmer temperatures will make the land very dry. And this will cause deserts to get bigger.

5. A That’s bad. The future of the Earth looks very \_*bleak\_*.

 B But we can stop these things from happening if we act now!

Dialogue: The Effects of Global Warming

Comprehension Check

(Sample answers)

1. They are talking about global warming.

2. (If the temperature of the Earth continues to increase), many places will be too hot to live in.

3. I think it is the increase in temperature.

Dialogue Tips: Explaining a Chain Reaction

1. I fell asleep in the sun. This caused a sunburn, so I rubbed cream on my skin.

2. He joined a gym, so he lost twenty pounds. Because of that, he bought new clothes.

3. They practiced tennis every day. Consequently, they won the championship, and their parents were proud.

4. Because you were late for work, you drove too fast. Then, you got a speeding ticket.

5. She didn’t drink any water for the whole day. As a result, she got a headache and took aspirin.

Look at the dialogue on the previous page. Highlight the causes and effects related to how global warming will affect the Earth. Then, use that information to complete the chart.

|  |  |
| --- | --- |
| Causes |  Effects  |
| Air temperatures will continue to rise. | *Many places will be too hot to live in.* | *People will have to live in northern countries.* |
| Ice caps at the North and South Poles will melt. | *Sea levels will rise.* | *People will move inland. There will be less space to live in.* |
| The heat will dry out the land. | *Deserts will get bigger.* | *Farmland will disappear. There won’t be enough food produced to feed everyone.* |

Ask your buddy about the possible effects of each cause. Then, complete the chart with his/her answers.

|  |  |
| --- | --- |
| Causes | Effects |
| A mosquito bites. | *We itch.* |  *We scratch.* |
| A dog chases a cat. | *The cat climbs up a tree.* |  *The cat is safe.* |
| A batter hits the ball. | *Another player catches it.* |  *The batter is out.* |
| A student studies hard. | *He/She gets a good job.* |  *He/She makes more money.* |

Interview About Global Warming

(Sample answers)

**You** Is global warming real?

**Scientist** \_*It certainly is real.\_*

**You** If global warming is real, how will it affect our future?

**Scientist** \_*It will have negative effects. The first thing is that the temperature of the air will continue to rise.\_*

**You** How do we know that the temperature will keep rising?

**Scientist** \_*There have been studies to show the temperature of the Earth has increased in the twentieth century.\_*

**You** What else will happen?

**Scientist** \_*The ice caps at the North and South Poles will melt. There will be floods, and people will be forced to flee.\_*

**You** How will warmer temperatures affect areas further from the coast?

**Scientist** \_*The heat and drought will dry out the land.\_*

**You** What will we do for food when farmland disappears?

**Scientist** \_*I’m not sure, but it will be a disaster if we don’t act now to stop global warming.\_*

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)

**Unit 3: Should Students Be Required To Wear Uniforms?**

Lesson 1

Vocabulary Preview

1. A I wish we didn’t have to wear school \_*uniforms\_*.

 B Me, too. They look so \_*awful\_* with those horrible colors.

2. A The principal said that uniforms are more \_*appropriate\_* for students because it will \_*improve\_* the image of the school as well as the students.

 B We may look a bit \_*sloppy\_* in our own clothes, but they are comfortable. So I think they are more suitable for us.

3. A Most importantly, I would like to be able to make my own \_*decisions\_* about what I wear.

 B Me, too! I like being able to \_*express\_* my \_*character\_* through the clothes I wear.

4. A I think we should be able to vote on whether or not we have to wear uniforms.

 B I am sure most students would choose \_*individuality*\_ over dressing exactly the same as everyone else.

5. A Wow! You look really smart in those clothes!

 B Thank you. I want to create a good \_*impression*\_.

Dialogue: Students Should Be Required to Wear Uniforms

Comprehension Check

(Sample answers)

1. Mr. Jowls wants students to wear school uniforms.

2. They are not as expensive as designer fashions. Also, each student will need only two sets of uniforms.

3. It will save time in the morning because they won’t have to decide what to wear.

Dialogue Focus: Giving an Opinion

|  |  |
| --- | --- |
| Mr. Jowls’s Opinion | *Students should wear uniforms.* |
| Supporting Reasons | *Uniforms create a better impression.* |
| *Uniforms save money.* |
| *Uniforms save time.* |

Lesson 2

Preparing a Presentation: Should Students Be Required to Wear Uniforms?

**Students Should Be Required to Wear Uniforms**

 *1 Introduction*  \_*Good evening*\_. In my opinion, it is a great idea for students to wear uniforms. This is because wearing uniforms will make students’ lives more convenient, and it will help our school’s image.

 *3 Conclusion*  \_*Overall*\_, wearing uniforms is a wonderful idea. Uniforms will make us look good, make our lives easier, and help us do better in school. I hope you can understand some of my reasons and agree with me. Thank you for your time.

 *2 Body*  There are three  *reasons why students should be required to wear uniforms*\_. \_*First*\_, young people like to wear weird clothes. Girls wear short skirts, and boys wear big pants. Their fashion is sloppy, and it looks awful. On the other hand, uniforms would make everyone look nice and neat. \_*Second*\_, it’ll be easier to get dressed in the morning. Sometimes, it’s hard to choose what to wear. With uniforms, we won’t have to make that decision or worry about how good we look. We’ll just get up, put on our uniforms, and go to school. \_*Third*\_, students act according to the way they look. When we look messy, our work is usually messy. If we look tidy, then we do better work. Scientific studies have shown this to be true.

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *Students Should Be Required to Wear Uniforms* |
| Opinion | *student uniforms – good idea* |
| Reason 1 | *young people wear weird clothes – sloppy* |
| Reason 2 | *easier to get dressed in the morning* |
| Reason 3 | *students act according to the way they look – messy appearance = messy work* |

Lesson 3

Vocabulary Preview

1. A Uniforms may seem to be a good idea, but I don’t think it is \_*fair*\_ that we are made to wear them.

 B I agree. I wish we could change the principal’s \_*mind*\_.

2. A Why do we need to look as *professional*  as our teachers?

 B I think we should try to \_*convince*\_ the principal to give us back our \_*freedom*\_ to choose what we wear.

3. A If I am uncomfortable, I cannot \_*concentrate*\_ well in class.

 B Right! School uniforms are made of a heavy and \_*stiff fabric*\_ that make me itch!

4. A Overall, I am not in favor of the decision. It’s unfair!

 B Me, neither. We use our clothes as a way to *advertise*  our unique personalities and individuality.

Dialogue: Students Should Not Be Required to Wear Uniforms

Comprehension Check

(Sample answers)

1. Luke is unhappy about school uniforms.

2. He thinks uniforms are uncomfortable. He won’t be able to concentrate in class. He doesn’t want to dress the same as everyone else. He thinks it will take their freedom away, and that they are old enough to decide what to wear.

3. They think uniforms will make them look more professional. Having uniforms will help save them money on expensive clothes. They can also get ready faster in the morning if they don’t have to decide what to wear.

**Dialogue Tips:** Giving an Opinion

|  |  |
| --- | --- |
| Luke’s Opinion | *He doesn’t like school uniforms.* |
| Reason 1 | *Uniforms are uncomfortable.* |
| Reason 2 | *He doesn’t want to dress the same as everyone else.* |
| Reason 3 | *He wants choice/freedom.*  |

Ask your buddy the questions. Then, complete the chart with his/her answers.

|  |  |  |
| --- | --- | --- |
| Your Questions | Your Buddy’s Opinions | Supporting Reasons |
| Who makes a better teacher: a male or a female? | *I think that it depends. For some subjects, male teachers are better. For other subjects, female teachers are better.* | *For example, in PE class, I find that a male teacher is usually better at disciplining. On the other hand, in a class, such as English, where we need to find more confidence, I find a female teacher more sympathetic to our problems.* |
| Should students be required to wear neckties to school? | *In my opinion, students should absolutely not be required to wear neckties.* | *Not only are neckties dangerous in some situations, they are especially uncomfortable to wear during really hot weather.* |
| Should students be required to take final exams? | *I believe that final exams are necessary to decide who can enter the best schools and universities.* | *If we didn’t have exams, all students would have to be interviewed to enter university. That would take a long time, and we would have to wait much longer for a decision to be made. That’s too stressful.* |
| Are government schools better than private schools? | *I think that private schools are much better.* | *According to my friend who studies in a private school, she has lots more after-school activities and benefits such as field trips overseas.* |
| Is it better to be good in sports or good in academic subjects? | *Personally, I would like to be good in sports. However, my parents would disagree.* | *If I were good in sports subjects, I would have a chance to become a professional sportsperson. Imagine how much money you could earn as a professional soccer player in Europe, for example!* |

Interview About School Uniforms

**Buddy** Why don’t you think it’s fair that we have to wear uniforms?

**You** \_*First, uniforms are uncomfortable. They have stiff fabric.\_*

**Buddy** What kinds of clothes would you rather wear?

**You** \_*I would rather wear casual clothes such as jeans and a T-shirt.\_*

**Buddy** Do you think wearing a uniform will affect your grades?

**You** \_*Yes, I think that wearing a uniform will have a negative effect on my grades.\_*

**Buddy** Is that the only thing you are worried about?

**You** \_*No. I am also worried about losing my individuality. Our clothes show our individual personalities.\_*

**Buddy** Don’t you think uniforms will make us look more professional?

**You** \_*Why do we need to look professional at school? We are not teachers or working in an office.\_*

**Buddy** Do you think there are any good reasons to wear uniforms?

**You** \_*Maybe one good reason is that uniforms are cheaper than regular clothes, but I would prefer to have my freedom.\_*

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)

**Unit 4: Why Do We Have Rules and Laws?**

Lesson 1

Vocabulary Preview

1. A Why do we need \_*rules and laws\_*? They just \_*reduce*\_ our freedom.

 B Well, first of all, they \_*discourage\_* people from doing bad things.

2. A The \_*government\_* has a lot of strict rules for its citizens.

 B Yes. If you do something wrong, like \_*break\_* the law, you have to face the \_*consequences\_* for that.

3. A So rules and laws are meant to prevent \_*crime\_* and \_*protect\_* people from harm.

 B Yes, but they also teach us \_*responsibility\_*. For example, if you try to take a ride on the subway without a ticket, you may be given a fine.

4. A Sometimes I feel too much pressure from too many rules.

 B I know. But rules help create \_*order*\_ in our society.

Dialogue: Rules and Laws

Comprehension Check

(Sample answers)

1. They are talking about rules and laws.

2. If someone breaks the law and harms another person, then he or she can go to prison.

3. If we did not have rules or laws, there would be no society.

**Dialogue Focus:** Supporting an Opinion with Reasons and Examples

|  |  |
| --- | --- |
| Professor Lawlor’s Opinion | *We need rules and laws.* |
| Reason 1 | *Safety* |
| Example(s)  | *Protect us from bad people* |
| Reason 2 | *Discourage crime* |
| Example(s) | *Someone breaking the law can go to prison.* |
| Reason 3 | *Create society* |
| Example(s) | *Keep us from behaving like animals* |

Lesson 2

Preparing a Presentation:Why Do We Have Rules and Laws?

**Why Do We Have Rules and Laws?**

 *1 Introduction*  \_*I would like to tell you*\_ why we must have rules and laws. No one likes rules and laws. However, if we didn’t have them, our society would not be organized. Therefore, you should understand why they are needed in our lives.

 *3 Conclusion*  \_*In summary*\_, we can see that \_having rules and laws is important\_. Keeping us safe, making life convenient, and helping us get along with others are reasons why they are important.

 *2 Body*  There are several reasons why *we have rules and laws*\_. \_*First,\_* they help prevent accidents from happening. Many students walk to school along busy streets. Traffic law forces drivers to reduce their speed near schools and stop for people who are crossing the street. \_*Another thing*\_ is that rules and laws keep things in order. They make people wait for their turn. We have to line up at a movie theater to buy tickets, for example. If everybody just rushed up to the ticket booth, there would be chaos. \_*Finally,\_* rules and laws teach us responsibility. If we break a rule or a law, such as stealing, we will have to face the consequences. We may be grounded by our parents, we could go to jail, or we may get a fine.

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *Why Do We Have Rules and Laws?* |
| Opinion | *Rules are necessary for society.* |
|  | Reason | Examples |
| Reason 1 | *rules and laws—keep us safe* | *help prevent accidents; traffic law forces drivers to reduce their speed near schools* |
| Reason 2 | *rules and laws—keep things in order* | *make people wait for their turn; without waiting, there would be chaos* |
| Reason 3 | *rules and laws—teach us responsibility* | *if we break a rule or law— consequences, e.g. go to jail, get a fine* |

Lesson 3

Vocabulary Preview

1. A My parents have so many silly rules for me. It is so \_*frustrating\_*!

 B Mine, too. Some of them are necessary, but the rest are \_*unnecessary\_*.

2. A My parents claim that rules are good for young people because we don’t understand how things work. But I think they are bad for our \_*health\_*.

 B I agree. \_*Constantly\_* trying to make sure you do everything correctly and worrying about being \_*punished\_* gives us such a lot of \_*stress\_*.

3. A I think our parents should let us \_*experience\_* life and learn from our \_*mistakes\_*.

 B They are probably worried that we will get hurt, but too may rules can \_*restrict\_* our freedom and independence.

4. A Don’t you think they should give us a(n) \_*chance\_* to make our own decisions?

 B Well, yes. But our parents are just trying to protect us and teach us responsibility.

Dialogue: New School Rules

Comprehension Check

(Sample answers)

1. (The Principal is speaking about) the new school rules.

2. Play sports. *OR* Playing sports in the parking lot is no longer allowed.

3. Too many students are dropping their gum on the floor instead of putting it in the garbage. This creates a huge mess.

Dialogue Tips: Supporting an Opinion with Reasons and Examples

|  |  |  |
| --- | --- | --- |
| New Rules | Reasons | Examples |
| No playing in the parking lot | *For safety* | *Cars are constantly coming and going. Students could get hit.* |
| No wearing of hats inside the school building | *They don’t create a good impression.* | *They have negative words or pictures. Teachers cannot see students’ faces.* |
| No chewing gum | *To clean the school* | *Students drop gum on the floor instead of in the garbage.* |

Ask your buddy the questions about these rules and laws. Then, complete the chart with his/her answers.

|  |  |  |
| --- | --- | --- |
| Rules/Laws | Reasons | Examples |
| Australian law:Wear a helmet when you ride a bicycle. | *For safety* | *Many cycling accidents result in head injuries. Wearing a helmet can reduce the chance of serious head injuries and help save someone’s life.* |
| Parent’s rule:Don’t go out in cold weather with wet hair. | *For health and wellbeing* | *I once went out in the middle of December immediately after I had taken a shower. As a result, I spent most of Christmas time in bed with the flu. I should have listened to my mother’s advice.* |
| Police law:Don’t use your cell phone while driving. | *For safety* | *It’s very easy to get distracted if you are driving and using your cell phone at the same time. Many accidents happen as a result of drivers using cell phones.* |
| School rule:Don’t cheat on tests. | *For ethics/moral code* | *If some students cheat to get good exam results, it is not fair on other students who have studied very hard. In addition, if students cheat in exams, they will be sure to also cheat in other areas of their lives.* |
| Singapore law:Don’t spit on the street. | *For hygiene/cleanliness* | *Firstly, spitting on the street looks very dirty. Furthermore, diseases can be transmitted by people spitting on the street. Consequently, it is important to stop this habit.* |
| *(Other?)* |  |  |

**Interview About School Rules**

Answer the questions about the need for some new school rules. When you are finished, roleplay the dialogue with a buddy.

**You** Excuse me, Sir. Is it true that you have made some new school rules?

**Principal** \_*Yes, it’s true. The new rules are very important.\_*

**You** What is one of the new school rules?

**Principal** \_*The first one is that playing sports in the parking lot is no longer allowed.\_*

**You** Why is that?

**Principal** \_*It’s because the parking lot is a dangerous place. There are many cars there, and someone could get hit by a car if they are playing there.\_*

**You** What other new rules are there?

**Principal** \_*Another new rule is that students can no longer chew gum in school.\_*

**You** Why do you think it’s wrong to chew gum?

**Principal** \_*Students can chew gum at home, but at school, it’s too messy. Too many students are dropping their gum on the floor instead of putting it in the garbage.\_*

**You** Why does everyone have to be punished because of what a few people are doing?

**Principal** \_*We are not punishing you. We are just trying to make this school safer and cleaner.\_*

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)

**Unit 5: Should Kids Have Cell Phones?**

Lesson 1

Vocabulary Preview

1. A I keep asking my parents for a cell phone, but they won’t let me have one, yet.

 B I know what you mean. I had to \_*persuade*\_ my parents to get one for me.

2. A How did you convince your parents to get you a cell phone?

 B I told them that they would be able to \_*contact*\_ me anytime. And, I could use it in case of a(n) \_*emergency*\_.

3. A One of my parents’ worries is that I may get \_*distracted*\_ by my phone and won’t pay attention to my \_*surroundings*\_.

 B Yes, my parents worry that I’ll get \_*run over*\_ by a car while chatting on the phone.

4. A My friend spends so much time \_*texting*\_. She wasn’t \_*aware*\_ of the extra \_*charges*\_ for using this feature.

 B Well, texting can be \_*costly*\_. You should try to use your phone only when necessary.

Dialogue: Young People Do Not Need Cell Phones

Comprehension Check

(Sample answers)

1. They are talking about teens and cell phones.

2. She thinks that youngsters/teenagers don’t need cell phones.

3. According to Jenna, using a cell phone can be dangerous, because people/teens don’t pay attention while using their phones.

**Dialogue Focus:** Formulating and Supporting a Viewpoint

|  |  |
| --- | --- |
| Jenna’s Viewpoint | *Teens don’t need cell phones.* |
|   |  Reasons  | Examples/Details |
| Reason 1 | *Cell phones cost way too much money.* | *Parents would not be happy with the bills.* |
| Reason 2 | *Youngsters spend too much time using their phones.* | *They constantly talk, text, and play games.* |
| Reason 3 | *People don’t pay attention while using their phones.* | *Jenna has seen youngsters nearly run over by a car while crossing the street.* |

Lesson 2

To Agree To Disagree

\_\_*I agree.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*I disagree.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_*That’s true.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*No way.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_*Right.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*I don’t think so.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_*Of course.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*That’s not true.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_*You are correct.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*That’s wrong.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_*You’re right.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*I think that’s a bad idea.*\_\_\_\_\_\_\_\_

\_\_*I can see your point.*\_\_\_\_\_\_\_\_\_\_\_\_ \_\_*I think you’re wrong.*\_\_\_\_\_\_\_\_\_\_\_

Preparing a Presentation: Should Young People Have Cell Phones?

**Should Young People Have Cell Phones?**

 *2 Body*  \_*There are three reasons*\_ why young people shouldn’t have cell phones. \_*First*\_, having a cell phone can be expensive. The phone itself is costly, but you also have to pay for other things, such as monthly service. The costs soon add up. \_*Second*\_, youngsters waste a lot of their time on cell phones. Wherever they go, they’re constantly talking, texting, and playing games. \_*Third*\_, using cell phones can be unsafe. Young people don’t pay attention while using them. When you’re only looking at your phone, you become unaware of the dangers around you.

 *1 Introduction*  \_*Hello everyone. I would like to tell you exactly*\_ why I think it’s a bad idea for young people to have cell phones. I believe having cell phones at our age is a waste. I know most of you wouldn’t agree with my viewpoint, but let me explain.

 *3 Conclusion*  \_*In conclusion,\_* cell phones are expensive and a waste of time for young people. They are too distracting and can put you in danger. I believe we should only get cell phones when we are older and more mature. I don’t see any reason why we need them at our age.

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *Should Young People Have Cell Phones?* |
| Viewpoint | *Young people should not have cell phones.* |
|  | Reasons | Examples/Details |
| Reason 1 | *expensive* | *You also have to pay for other things, such as monthly service.* |
| Reason 2 | *waste a lot of time* | *Youngsters are constantly talking, texting, and playing games* |
| Reason 3 | *unsafe* | *Young people don’t pay attention while using them.* |

Lesson 3

Vocabulary Preview

1. A Mom, all my friends have cell phones with advanced \_*features\_*.

 B What do young people need advanced models for? It’s a waste of money.

2. A If I had a cell phone, you could \_*keep in touch\_* with me all the time. Wouldn’t it give you \_*peace of mind\_* to know that we could always contact each other?

 B Hmm, I could \_*monitor\_* where you were twenty four hours a day. That’s worth \_*considering\_*.

3. A I could call my friend anywhere if I have problems with my school \_*assignments\_*, or contact the \_*police department* if there’s an emergency.

 B You’re right. You can get help at the touch of a(n) \_*button*\_ with a cell phone.

4. A I don’t like the idea of my parents \_*checking up\_* on me all the time. I’m not sure I want to get a cell phone.

 B I agree with your point. But what other \_*device\_* is as useful as a cell phone?

Dialogue: Young People Should Have Cell Phones

Comprehension Check

(Sample answers)

1. He is talking about a cell phone called the Celly-Phone.

2. If a student gets stuck doing their homework outside their home or school, they can just pick up their cell phones to call any of their classmates.

3. First, parents can monitor your location. Second, cell phones are useful during emergencies.

Dialogue Tips: Supporting a Viewpoint

|  |  |
| --- | --- |
| Salesman’s Viewpoint | *The Celly-Phone is a great gift for young people.*  |
| Reason 1 | *If a student gets stuck doing their homework outside their home or school, they can just pick up their Celly-Phone to call any of their classmates.* |
| Reason 2 | *Parents can monitor location. It has a built-in GPS.* |
| Reason 3 | *Cell phones are useful during emergencies.* |

Ask your buddy the questions. Then, complete the chart with his/her answers.

|  |  |  |
| --- | --- | --- |
| Your Questions | Your Buddy’s Viewpoints | Reasons |
| Would you like to work at a fast-food restaurant? | *I’m not sure. I think it might be fun at first, but I’m sure I will become bored after a while.* | *I can imagine that I could have fun with my co-workers making some types of foods. We could also probably eat hamburgers and drink cola all day long. But I think that would soon get boring, and it certainly wouldn’t be healthy eating fast food all the time.* |
| Do you think it’s better to be an ordinary person or an important person? | *That is a difficult question.* | *Of course, everybody probably wishes they could be rich and famous. But the price of fame is very high. Consequently, many famous people are very unhappy and wish that they could have normal lives.* |
| Do you think TV is educational? | *Of course it is!* | *There are many interesting documentaries on television. For example, I recently watched a program about the design of a new aircraft. They showed how the design was influence by an eagle’s wings.* |
| (your own question) |  |  |
| (your own question) |  |  |

Interview About the Celly-Phone

**You** Excuse me. What are you selling?

**Salesperson** \_*It’s the brand new Celly-Phone cell phone.\_*

**You** Wow, the Celly-Phone! Why is it so good?

**Salesperson** \_*Well, it has many features that are important for young people.\_*

**You** Can you give an example of a Celly-Phone feature?

**Salesperson** \_*Firstly, it can be used to help students with their homework.\_*

**You** What other features does the Celly-Phone have?

**Salesperson** \_*Secondly, with the Celly-Phone, parents can monitor your location.\_*

**You** How exactly does that work?

**Salesperson** \_*The Celly-Phone has a built-in GPS. Parents can use a computer to know exactly where you are at all times.\_*

**You** What is a final reason why my parents might consider buying me a Celly-Phone?

**Salesperson** \_*Cell phones are useful during emergencies. What if you were outside and got hurt or needed help but there was no one around?\_*

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)

**Unit 6: Are Video Games Good or Bad?**

Lesson 1

Vocabulary Preview

1. A I don’t want to \_*develop\_* a(n) \_*addiction\_* to video games. My parents would kill me if my studies were affected.

 B I’ll admit sometimes I can’t stop playing, but I am not addicted to them. I think playing video games occasionally can actually be \_*beneficial\_*.

2. A I’m not allowed to play video games. My mom says research \_*indicates\_* people can become aggressive if they play \_*violent\_*  games.

 B I have some games that just \_*provide\_* harmless entertainment. Do you want to try them?

3. A My younger cousins seem to be addicted to video games. They throw a(n) \_*tantrum\_* if their parents try to stop them.

 B Well, if you don’t control how much you play, you can get \_*hooked on\_* the games.

4. A How can you \_*overcome\_* an addiction to video games?

 B According to a TV documentary, people might \_*outgrow\_* the games when they’re older. But, for now, they should do more outdoor activities.

Dialogue: Video Games Are Bad

Comprehension Check

(Sample answers)

1. They are talking about (the bad side of) video games.

2. One bad effect is that it can become an addiction. Second, when kids play video games, they don’t get enough physical exercise. Third, kids should not play games that are violent. Otherwise, they can become violent.

3. Parents/They can control how much time their children spend playing video games, and they can control the kinds of games kids play.

Dialogue Focus: Persuading Others

According to Dr. Huggins, what are the effects of playing video games too much?

1.\_*It can become an addiction.\_*

2*. Playing video games causes kids to gain weight.\_*

3. *Kids can become violent if they play video games that are violent.\_*

Lesson 2

Preparing a Presentation: Are Video Games Good or Bad?

**The Effects of Video Games on Young People**

 *3 Conclusion*  \_*In conclusion, playing video games have negative*\_ effects on young people. They can be violent, addictive, and cause people to become overweight and unhealthy. Consequently, parents must help their children control what and how much they play.

 *1 Introduction*  \_*I would like to talk about the effect of video games on young people.\_* The effects of playing them too much are very serious. Therefore, you should be aware of them.

 *2 Body*  \_*There are three effects*\_ of video games on young people. \_*The first effect*\_ is that they can cause personality changes. Many video games are about shooting objects. If you play them for long hours, you may act out the violence in the games. \_*The second effect*\_ is that young people can become addicted to video games. Many feel that they just have to play. If you stop them, they become angry and upset. It is a difficult habit to break. \_*The third effect*  is that people don’t get any exercise when they play video games. As a result, many young people today are overweight and unhealthy.

Fill in the outline for the speech above.

|  |  |
| --- | --- |
| Title | *The Effects of Video Games on Young People* |
| Opinion | *The effects of playing them too much are very serious.* |
|  | Effects | Examples/Details |
| Reason 1 | *Can cause personality changes* | *Many video games are about shooting objects. If you play them for long hours, you may out the violence in the games.* |
| Reason 2 | *Can become addicted to video games* | *Many feel that they just have to play—it is a difficult habit to break.* |
| Reason 3 | *People don’t get any exercise when they play video games.* | *Many young people today are overweight and unhealthy.* |

Lesson 3

Vocabulary Preview

1. A Shall we go to my house and play video games? I need to \_*relieve*\_ stress after our math exam.

 B Yes! That sounds like a(n) \_*positive*\_ way to \_*entertain*\_ ourselves.

2. A I’ve never seen this game before. Everything moves so fast on the screen!

 B Yeah, this game is really good for improving your hand-eye \_*coordination*\_.

3. A Do you have to use the mouse to move the \_*cursor*\_?

 B No. This game uses a special control. You just touch the screen to move the characters and \_*capture*\_ the coins. This touch-screen technology is \_*totally*\_ fantastic!

4. A It looks like a lot of fun, and it tests your \_*mental skills*\_ by making you solve problems and remember where things are. Do you have any games that require \_*physical*\_ activity?

 B Yes. My uncle bought me a new game for my birthday. It \_*requires*\_ you to run really fast on an electronic mat.

Dialogue: Video Games Are Good

Comprehension Check

(Sample answers)

1. They are talking about (the good side of) video games.

2. The first thing is that they develop computer skills. People who play video games learn quickly how to operate the computer. You also learn typing skills.

3. Video games provide entertainment. They let students’ minds rest from their school work.

Dialogue Tips: Persuading Others

|  |  |
| --- | --- |
| Club Leader’s Opinion | *If we don’t play video games too often, video games can be good for us.* |
| Reasons | Positive Effects |
| *Develop computer skills* | *Quickly learn how to use a computer and typing skills* |
| *Improve hand-eye coordination* | *Many games require players to move the cursor around the screen to shoot or touch something. Some of the games can even teach you how to drive a car.* |
| *Entertain* | *Have fun**Video games let students’ minds rest from their school work.* |

Interview About Video Games

Answer the questions about the effects of video games. When you are finished, roleplay the dialogue with a buddy.

**You** Can we ask you some questions about the new club Video Games Rock?

**Club Leader** \_*Sure. I will be happy to answer your questions.\_*

**You** Our parents have always told us that video games are bad. Isn’t that true?

**Club Leader** \_*If you play too much, it’s bad. But, if you just play for a short time, there are many benefits.\_*

**You** How can video games be good for us?

**Club Leader** \_*The first point is that they develop computer skills. People who are good at video games are often fast at typing and texting, too.\_*

**You** What are the other good things?

**Club Leader** \_*The second point is that video games improve hand-eye coordination. People who are good at video games are often good at driving, too.\_*

**You** Are there any other benefits?

**Club Leader** \_*Finally, video games are simply fun. They are great if you want to forget the stress of school study!\_*

**You** And, how can we convince our parents that video games can be good for us?

**Club Leader** \_*I have a research paper which you can take home and show them.\_*

**You** Thank you very much!

**Club Leader** \_*You are most welcome.\_*

Lesson 4

(Answers may vary heavily in this section. Refer to sample texts for answer suggestions)