



SPEAKING 4

Instructor: Ho Thi Nhu

CONTENTS OF THIS COURSE

Here's what you'll find in this course:

1. Coursebook: Northstar Listening and Speaking 4
2. Group discussion and homework
3. Tests:
 - Progress test – (Video - individual - final speaking task after each unit)
 - Achievement test – Individual (Video)





01

ABOUT ME

02

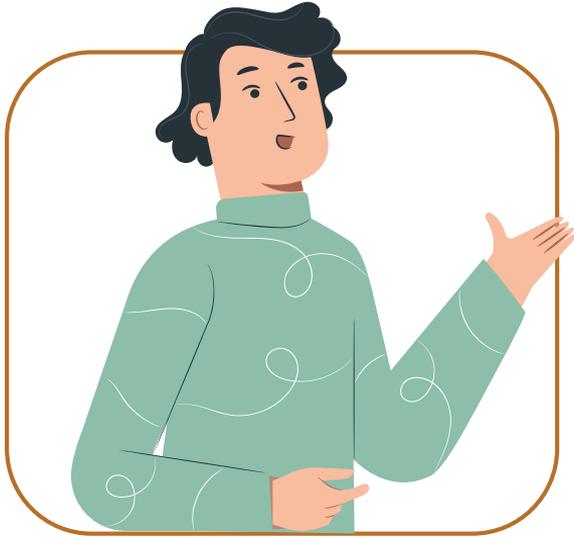
ABOUT YOU

5 minutes to talk about
yourselves

03

First lesson





ABOUT ME

- Name
- Place of birth
- Occupation
- Hobby

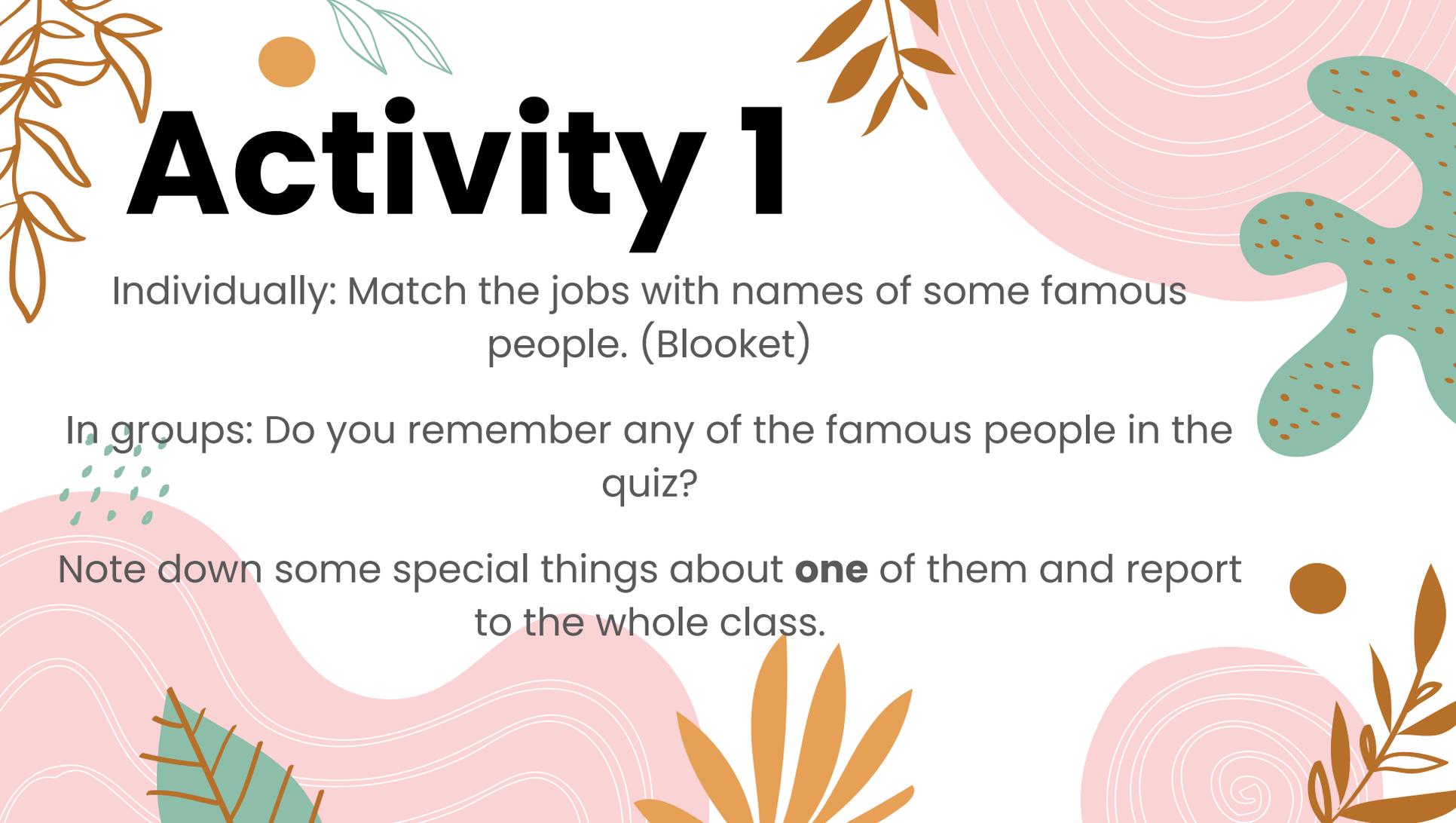


**ABOUT
YOU?**



LESSON 1

Unit 1: Exploring genius



Activity 1

Individually: Match the jobs with names of some famous people. (Blooket)

In groups: Do you remember any of the famous people in the quiz?

Note down some special things about **one** of them and report to the whole class.

Time to report your work!!!





ACTIVITY 2: Individual work

Choose one of these topics and give your opinion

1. Prodigies are born, not raised.
2. Most child prodigies seem to be influenced by their parents.
3. Anyone could become a prodigy with enough work.
4. High achievers are always happy.

Useful languages

SPEAKING SKILL

In many conversations or discussions, it is important to state your own opinion or viewpoints clearly, and to do so politely. That way, listeners will be able to understand and respect your ideas. Sometimes, however, you may wish to avoid giving an opinion—either because you don't have one or because you want to avoid an argument!

In addition, you might sometimes need to indicate which ideas are the opinions of someone else.

STATING YOUR OWN OPINION

Offer an Opinion

If you ask me, . . .

In my opinion, . . .

Well, as far as I know,
. . .

As I see it, . . .

Agree

I couldn't agree more.

That's just what I was
going to say!

Yes, exactly.

Disagree

Maybe / Perhaps,
but . . .

You have a good
point, but . . .

Yes, but on the other
hand . . .

That's not exactly
the way I see it. I
think . . .

Not Give an Opinion

I'm not really sure.

I don't know what to
think.

I haven't made up my
mind.

Beats me. (informal)

Activity 3: Final speaking task



Scenario 1

A neighbor's five-year-old child goes jogging in the morning with her father, who is a runner. She really seems to enjoy it, even though she is so small, and she is really fast. The family says that she is going to participate in a 5K race in the next few months.

What do you think about this? Do you think that it is fair or safe for the child's parents to encourage her to participate in this race? Do you think the parents are putting pressure on the child to succeed? Or do you think they should allow their child to enter the race?



Final speaking task



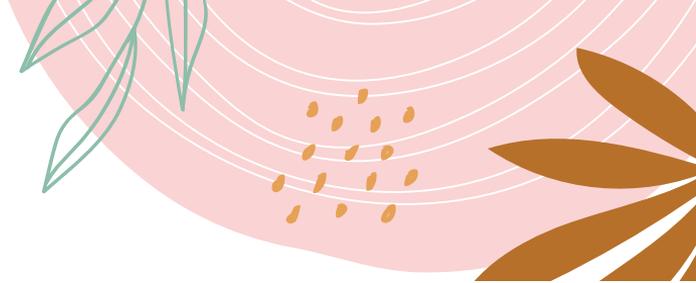
Scenario 2

At nine months old, a pair of twins swam 25 meters on their backs with no assistance. This incredible achievement made them Internet stars because, for babies, swimming this distance obviously requires strength and resilience. The parents are very relaxed about their children—they allow them to turn over in the water and do not panic if they swallow water.

What do you think? Do you think the parents might be putting their children at risk by encouraging them to exercise so much? Do you think they might make other parents want to try to teach young babies to swim? Is this safe?



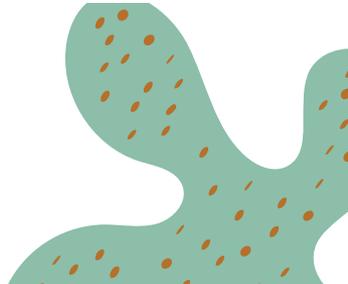
Final speaking task



Scenario 3

Your brother's seven-year-old son has shown incredible promise as a violinist. The family wants to encourage him to improve his playing. However, in order to advance, the son would have to take lessons in another city. He's too young to go alone, so the whole family, including his ten-year-old sister, would have to move.

What do you think about this? Do you think that the family should make this big change, putting financial pressure on everyone and making his sister move to a different school? Are there any other alternatives?



Final speaking task

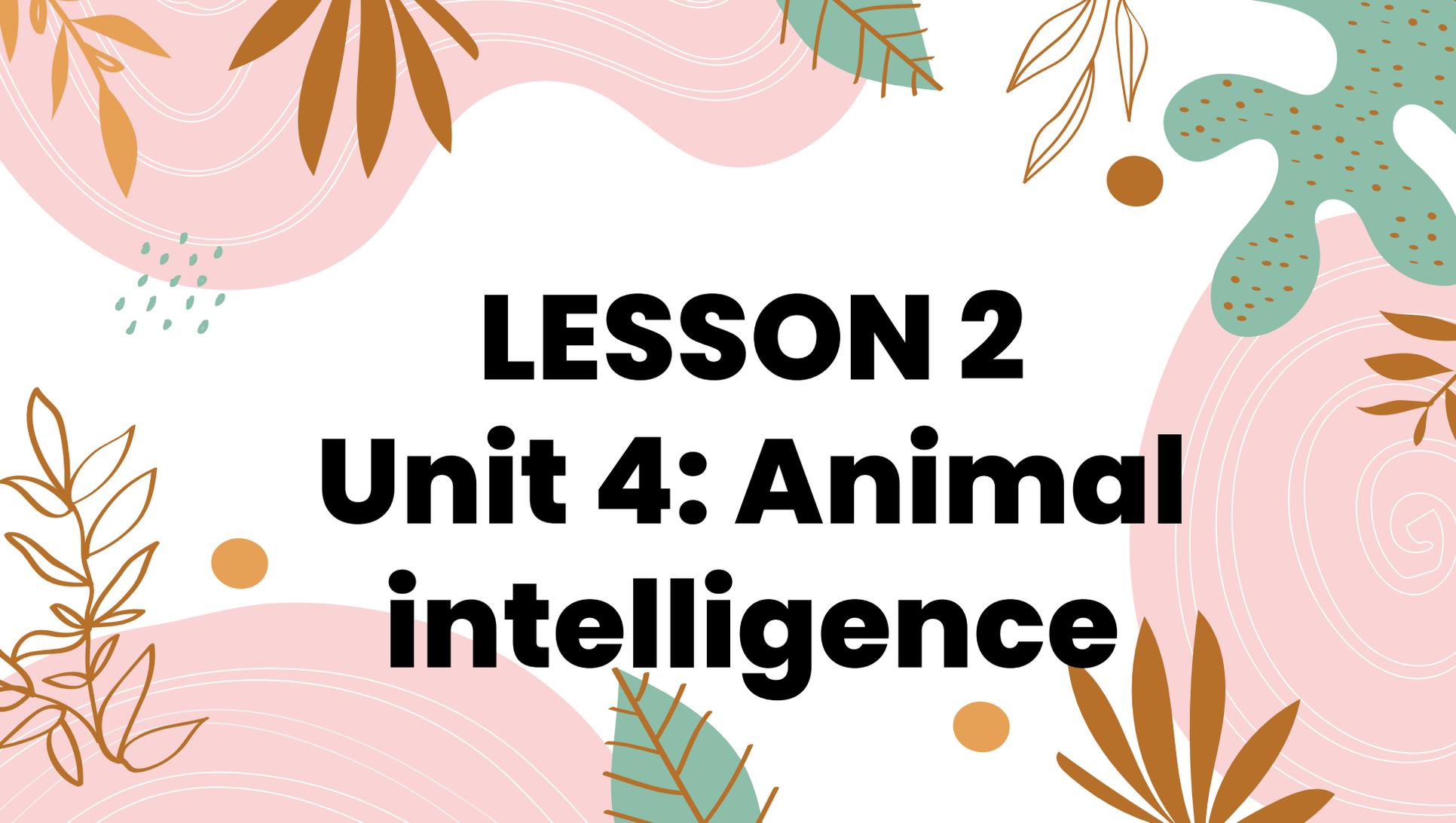


Scenario 4

You read about a child prodigy in the news. When he was six, he told his parents how to make the best chess moves. In the four years since then, he has become the best chess player in his town. However, the boy is also very shy and private. He never wants to spend time with other children playing outside or doing any other activities, unless it involves chess. He likes to be alone, studying the board or playing online.

What do you think about this? Do you think it is healthy for this child to spend so much time alone inside the house or online playing chess? Should his parents limit the time he spends playing and encourage him to do other things? Or should they let him explore his interest in chess and hope that, one day, he will become interested in other things?





LESSON 2

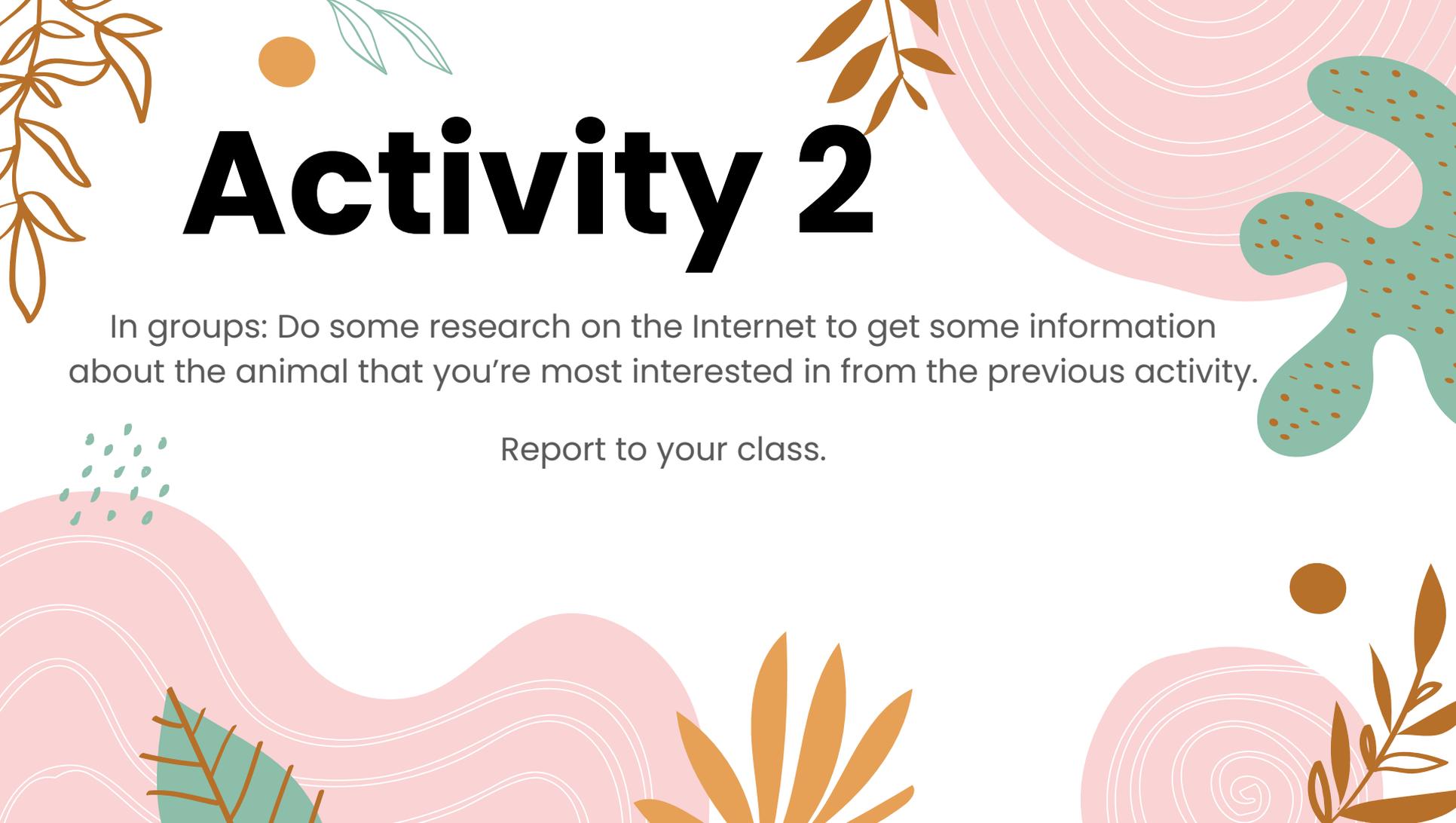
**Unit 4: Animal
intelligence**



Activity 1

Memory challenge

Watch a video and try to remember the information about each animal in the video



Activity 2

In groups: Do some research on the Internet to get some information about the animal that you're most interested in from the previous activity.

Report to your class.

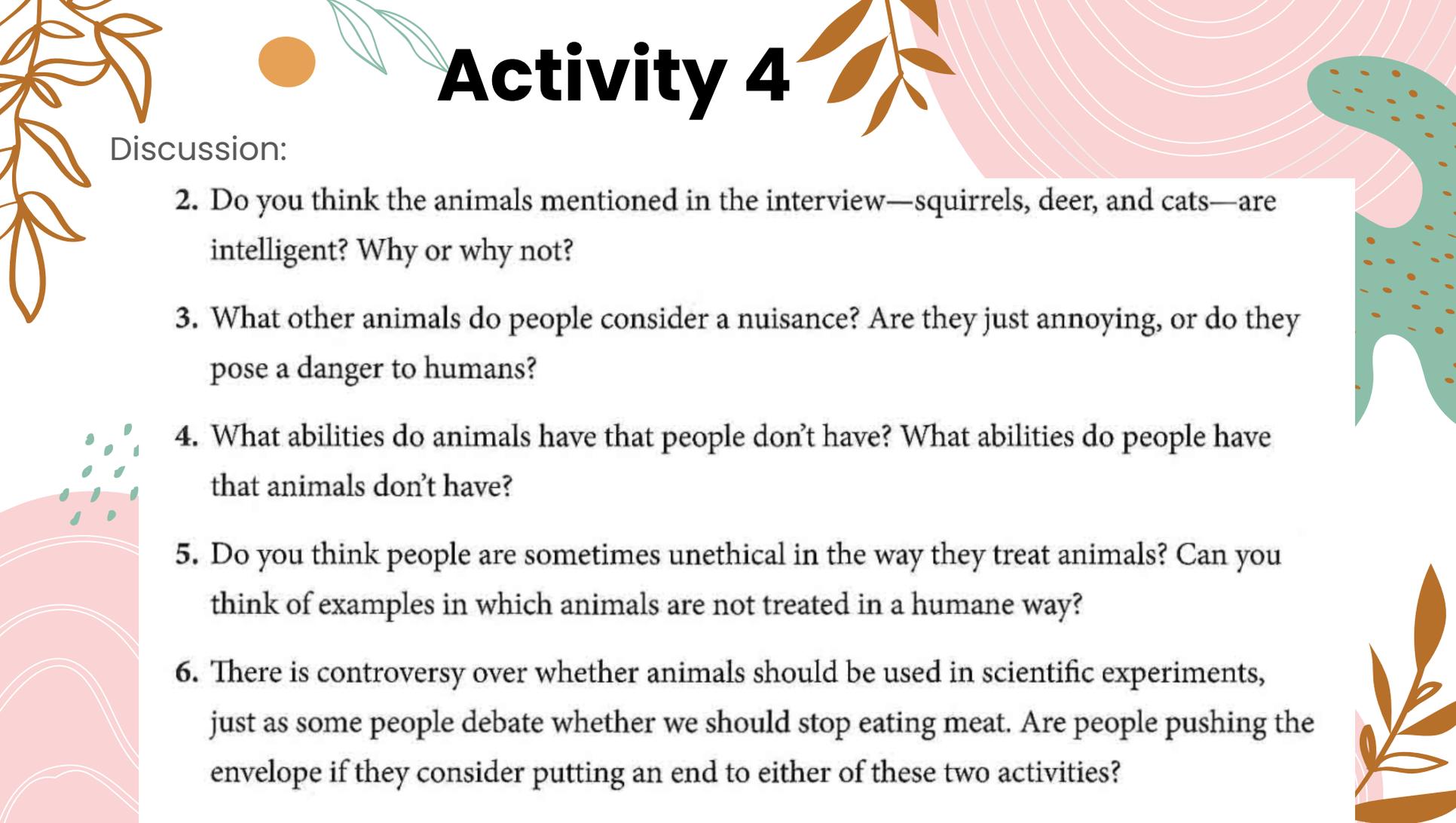


Activity 3

Individually – Listen and respond to different ideas using your own reasons.

What is your reaction to the comment of these callers:

- Lin (squirrels)
- Janek (deers)
- Alicia (deer and other animals)
- Kenna (cat)



Activity 4

Discussion:

2. Do you think the animals mentioned in the interview—squirrels, deer, and cats—are intelligent? Why or why not?
3. What other animals do people consider a nuisance? Are they just annoying, or do they pose a danger to humans?
4. What abilities do animals have that people don't have? What abilities do people have that animals don't have?
5. Do you think people are sometimes unethical in the way they treat animals? Can you think of examples in which animals are not treated in a humane way?
6. There is controversy over whether animals should be used in scientific experiments, just as some people debate whether we should stop eating meat. Are people pushing the envelope if they consider putting an end to either of these two activities?



Activity 5 – Speaking skill

SPEAKING SKILL

Sometimes listeners need an example to be able to understand or believe the speaker's point. They use different phrases to ask for examples, which the speaker then provides.

1 Read the conversation between two students. Pay attention to the expressions in **bold**.

A: Elephants have an amazing capacity for memory.

B: Really? **What do you mean?**

A: Well, **off the top of my head** . . . Female elephants remember hundreds of other elephants. I read an article about this



ASKING FOR AND GIVING EXAMPLES

Asking for Examples

Could you give me an example?

What do you mean?

Such as?

Like what, for instance?

Could you give me some more details?

Giving Examples

Let me give you an example: . . .

Well, what I mean is . . .

For instance, . . .

One example is . . .

. . . , such as . . .

Well, let's see . . .

Well, off the top of my head . . .





2

Read the conversations. Fill in the blanks with phrases to ask for or give examples. There can be more than one correct answer.

1. **A:** You know, many people want to put a stop to circuses because they treat elephants so badly.

B: Why? How do they treat them? _____?

A: The elephants don't exercise enough, and they have too much stress, so they often get sick. _____, many of them develop skin diseases. And sometimes trainers hit the elephants, too.



2. A: People should be more aware of the problems elephants face.

B: _____?

A: Well, _____ African elephants are hunted for ivory, and many hundreds of them are killed every year. And Asian elephants are losing their natural habitat because of humans.

3. A: I read that female elephants find several “babysitters” to help them raise their babies.
The babysitters help with all kinds of things.

B: _____?

A: Well, _____ they protect the young elephants when the group moves from place to place.



Final speaking task

*In this activity, you will work with a group to identify arguments for and against a position related to animals and their relationship to people. You will then present the issue to the class. Use the vocabulary, grammar, pronunciation, and language for giving and asking for examples that you learned in this unit.**

STEP 1: Divide the class into groups. Each group selects a question from the list or proposes a new one. Consider the question in terms of what you have learned about animal intelligence.

1. Is it ethical to put wild animals in zoos?
2. Is it humane to raise animals as food for humans?
3. Should humans conduct experiments on animals?
4. Should we put a stop to hunting for sport?
5. Should we pass stricter laws to protect endangered species?

STEP 2: Study the example outline. Then organize your ideas in the outline below. Be sure to think of reasons and examples for both sides of the argument.

Example

Topic: Should people wear fur or leather?

I. People should not wear fur or leather.

A: Killing animals for fur is not humane.

1. Animals raised for fur are kept in inhumane conditions.
2. They are killed before they reach old age.

B: Fur is not necessary for people.

1. They can wear other materials.
2. Example:

II. People should be allowed to wear fur or leather.

A: Animals are raised specifically for fur.

1. Many animals such as rabbits, minks, and chinchillas wouldn't be alive unless people bred them for their fur. They weren't wild animals that were shot.

2. Example:

B: Reason:

1. Example:
2. Example:

Topic:

I. One side of the argument:

A: Reason:

1. Example:
2. Example:

B: Reason:

- 1.
- 2.

II. Other side of the argument:

A: Reason:

1. Example:
2. Example:

B: Reason:

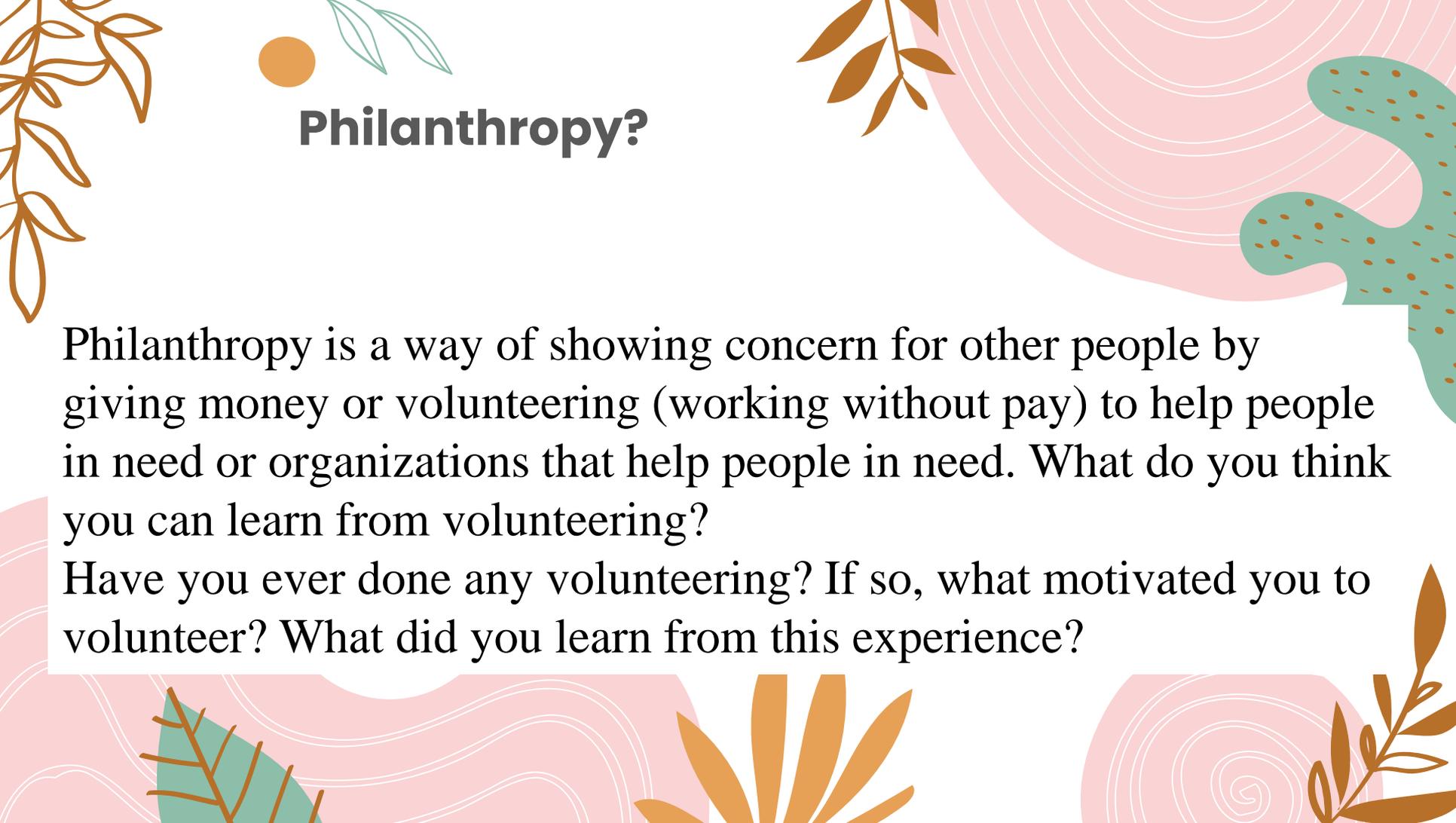
- 1.
- 2.

STEP 3: Choose one person in your group to present the group's arguments and examples to the class.

LESSON 3: UNIT 6

GIVING TO OTHERS





Philanthropy?

Philanthropy is a way of showing concern for other people by giving money or volunteering (working without pay) to help people in need or organizations that help people in need. What do you think you can learn from volunteering?

Have you ever done any volunteering? If so, what motivated you to volunteer? What did you learn from this experience?



Activity 1 – Group discussion

Work with a partner or a small group. You have \$1 million to give to a not-for-profit organization. Read the website information about different organizations and discuss each one. Decide which ones to contribute to and how much to give. You can give all the money to one organization or divide it among the organizations.

The Nature Conservancy

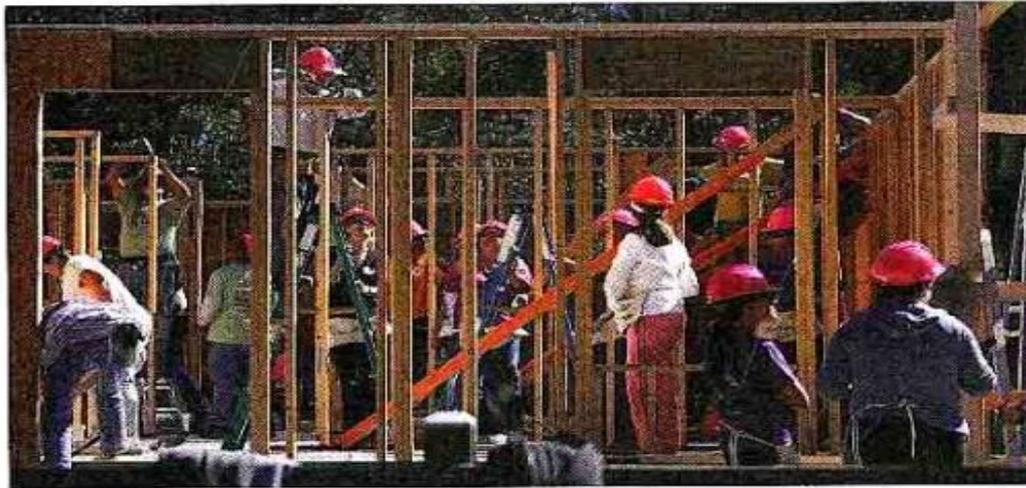
The mission of The Nature Conservancy is to preserve the plants, animals, and natural environment of life on Earth by protecting the lands and waters. The Nature Conservancy works with corporations, traditional communities, and other partners to develop ways for people to live and work without hurting the natural world around them. The Nature Conservancy also raises money to buy fragile land from developers.



The International Committee of the Red Cross

The ICRC is an independent, non-political organization that protects human life. The ICRC does not support or oppose governments. Instead, it tries to protect the lives of people who are victims of war and internal violence. It gives medical aid and other assistance. Its main office is in Geneva, Switzerland, but the ICRC has offices in 80 countries and has a staff of more than 12,000.

Habitat for Humanity International



Habitat for Humanity International helps reduce poverty and homelessness throughout the world. Habitat invites people of all backgrounds, races, and religions to build houses together with families who need them. Volunteers give money, materials, or their own work to build simple but good houses side by side with the new

owners. The new owners buy the homes at no profit, and Habitat provides them with low-cost loans.

Amnesty International

Amnesty International (AI) is a worldwide movement of people who work toward human rights around the world. AI does not support or oppose any government or political system. It tries to work with governments to protect the basic human rights of all individuals by helping to prevent discrimination and physical and mental abuse.



**Time to present your
work!**



Activity 2

SPEAKING SKILL

Work with a partner. Read the conversation between two students who are working on a project together. Pay attention to the expressions in **bold**.

- A:** OK, so let's get started and get this philanthropy research paper finished. **Our top priority** is selecting the right topic, don't you think?
- B:** Yeah. But **it's also important** to make sure we can get the information we need for the research. Then there's the writing and then the editing . . .
- A:** Well, I think the least important thing right now is the writing. We can only do that when we have everything else we need first.

When people are discussing more than one task or idea, it helps to prioritize or rank them to indicate the most important and the least important. Here are some useful expressions:

PRIORITIZING OR RANKING IDEAS

Highest Priority

Our top priority is . . .

First of all, . . .

First and foremost, . . .

Above all, . . .

Also a Priority

But it's also important . . .

In addition, . . .

Another consideration is . . .

Aside from that, . . .

Lowest Priority

The least important thing is . . .

Of least concern is . . .

The lowest priority is . . .

WANTED

Part-time worker at neighborhood animal shelter. Help find homes for abandoned animals. Help with feeding, walking, and taking care of animals. Some contact with the public and experience in office work necessary. Volunteers needed at least eight hours per week: daily 8 A.M. to 10 P.M.

POSITION

Volunteer fundraiser for charitable healthcare organization. Responsibilities include helping to find new donors and raising money for yearly budget. Responsible for helping with black-tie fundraising dinner. Handle correspondence and telephone fundraising drive.

VOLUNTEER HELP NEEDED

Hospital worker.
Volunteer needed to be a
companion to ill patients.
Read aloud to patients,
take them for walks, offer
a shoulder to lean on. Our
motto: "A friend when
you need one." Call
555-5863 or email us at
www.we-care.org.

VOLUNTEERS NEEDED

Public radio station needs
volunteer telephone
representatives for one
week during our
Phone-a-thon Appeal.
Answer calls, encourage
donations, and take
credit card information
for payment. Your time will
be spent on a good cause.

2 Work with a partner. Read the personal qualities listed. Discuss the qualities that are needed for each job (you may also add your own ideas). Then prioritize the qualities. Use the vocabulary and grammar you learned in this unit.

Important qualities for job candidates

be able to:	<ul style="list-style-type: none">• finish tasks• work long hours• get along with people
be:	<ul style="list-style-type: none">• flexible• cheerful• clean• assertive• patient
have:	<ul style="list-style-type: none">• good listening skills• good communication skills• good office skills• compassion• emotional strength• experience (with _____)• a sense of humor• a stylish appearance

Final speaking task

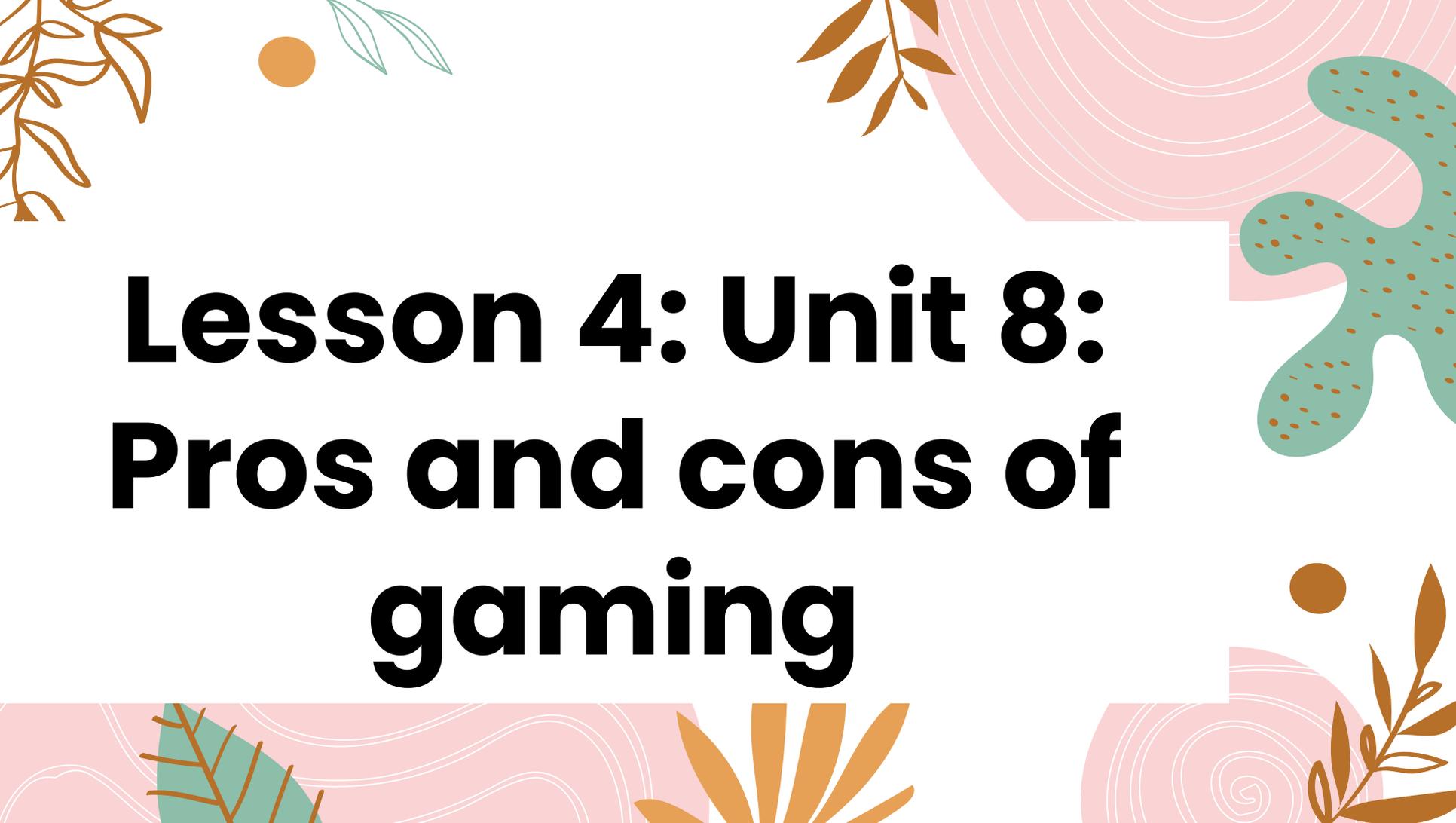


Work in a small group. Read the two different viewpoints about high school students and volunteering. Then discuss the questions.

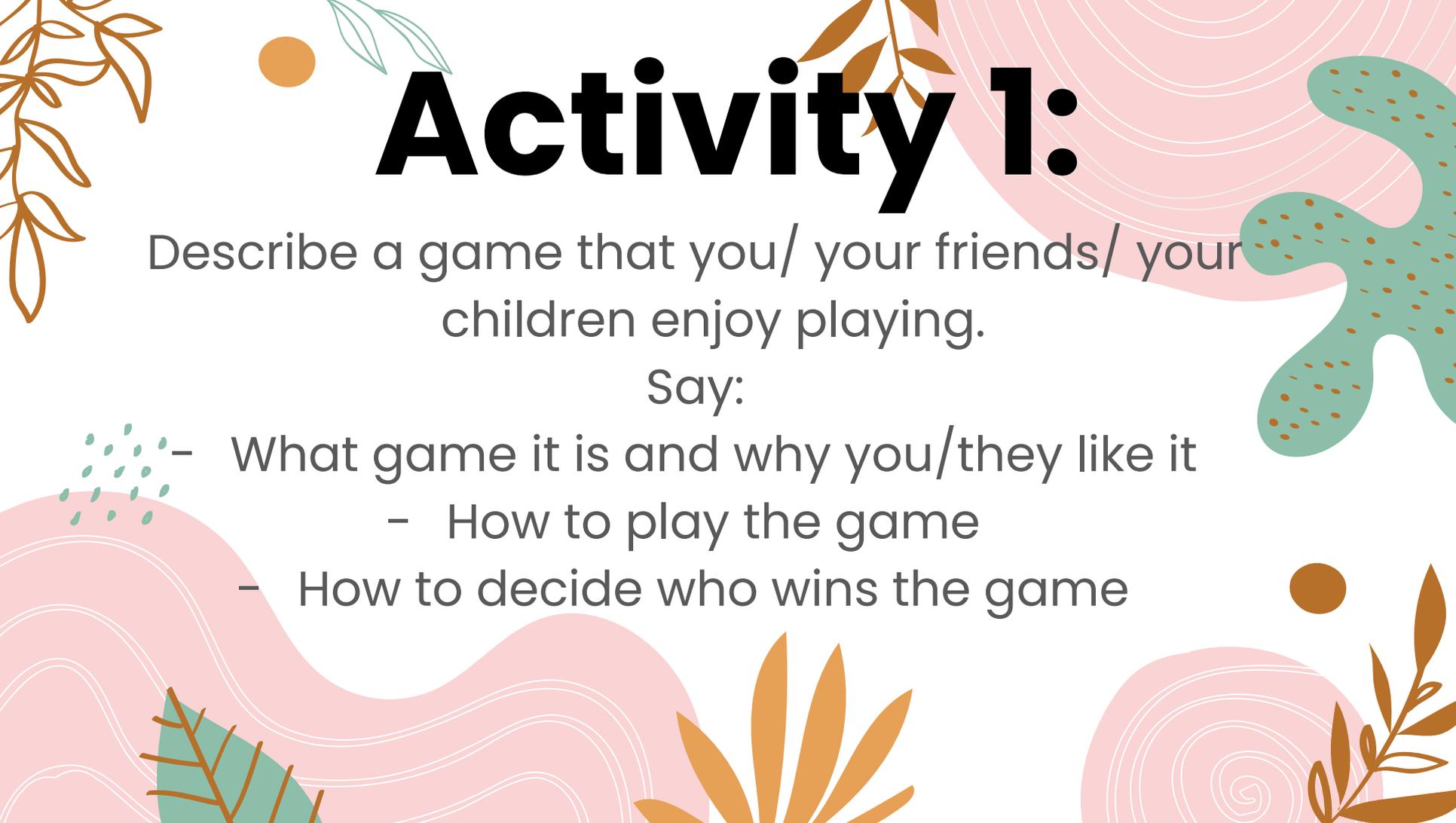
Student A: “High schools should require community service in order for students to graduate. It’s just as important for students to learn to be good citizens as it is for them to learn math, history, and science. Even students who didn’t like the idea at first would probably change their minds after they spent some time volunteering.”

Student B: “Service opportunities should be available for students who are interested, but they shouldn’t be required. Students should have some choice about what they want to do in high school, but I think it would be great if volunteering could be part of that choice. They could get credit for service the same way they do for art, music, or gym classes.”

1. Which student’s viewpoint is most like your own?
2. For high school students, what are some benefits of volunteering? What are some drawbacks?
3. How many hours a week should students volunteer?
4. Should teenagers be required or encouraged to volunteer when they are not in school? (for example, after school or on weekends, or during vacations)
5. What kinds of organizations would be best suited for teenage volunteers?



Lesson 4: Unit 8: Pros and cons of gaming

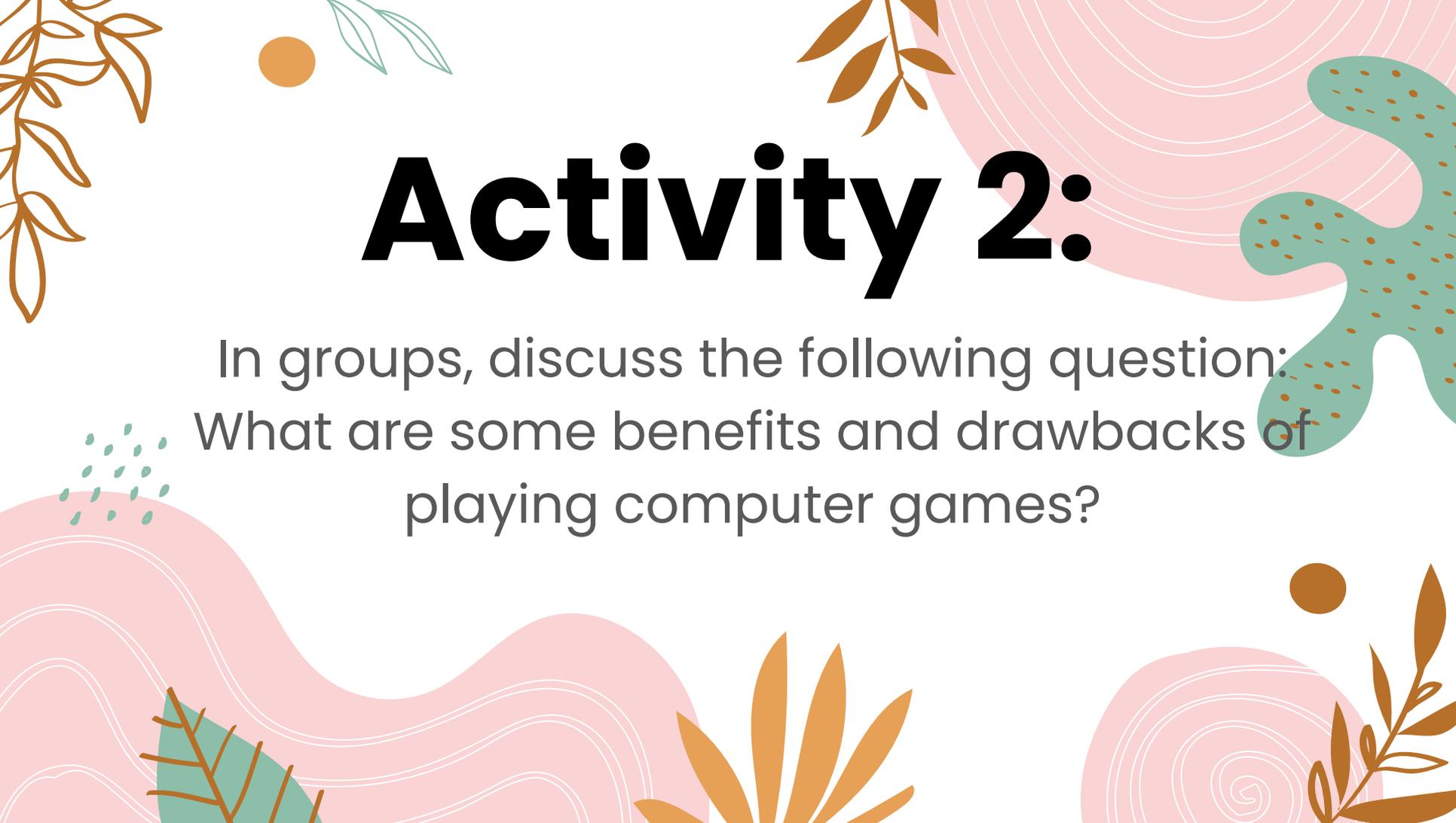


Activity 1:

Describe a game that you/ your friends/ your children enjoy playing.

Say:

- What game it is and why you/they like it
 - How to play the game
 - How to decide who wins the game



Activity 2:

In groups, discuss the following question:
What are some benefits and drawbacks of playing computer games?

Sophisticated speakers use various techniques to persuade others. One technique is to make concessions before they present their counterargument. This means they agree with or admit to part of the other person's point. Then they offer their own point. Sometimes this is called the "Yes, but no" technique.

USING CONCESSIONS

To introduce a concession:

It's true that
I agree that
You're correct in saying that

Although / Even though

To present the counterargument:

But / However,
On the other hand,
Nevertheless,

(Note that if you begin the sentence with *Although* or *Even though*, you should not include any of the expressions above.)

It's true that teenagers spend a lot of time texting. But some of that is valuable communication.

I agree that many video games are violent. Nevertheless, research hasn't shown a link between playing violent games and actual violent behavior.

Even though some video games cost a lot of money, they can be played many times.

Work with a partner. Read the situations. Then have conversations using the concession and counterargument in parentheses.

SITUATION 1

STUDENT A: A video training game vendor (salesperson)

STUDENT B: An airline company manager

The vendor wants to sell a new training game to a small airline to train pilots to navigate in poor weather. The manager is concerned about the expense.

GAME VENDOR: This is one of our most effective training games. Your trainees will learn quickly using it.

MANAGER: (Concession: The game seems effective. Counterargument: The company can't spend extra money on games.)

VENDOR: (Concession: The game is expensive. Counterargument: You can save the money you now pay to trainers.)



Example

GAME VENDOR: This is one of our most effective training games. Your trainees will learn quickly using it.

MANAGER: Although your game is effective for training, we can't spend the extra money.

VENDOR: It's true that this game is expensive; however, you'll save the money you now pay to trainers.



SITUATION 2

STUDENT A: A statistics professor

STUDENT B: The Statistics Department dean

The professor wants to use gaming in the classroom to get students engaged in learning. The dean is concerned that computers will replace good professors.

PROFESSOR: We should introduce some games in class. They can be very effective, and our students are having difficulty with math.

DEAN: (Concession: The students are having difficulty with math. Counterargument: Games can't replace a good professor's knowledge.)

PROFESSOR: (Concession: Games can't replace a good professor's knowledge. Counterargument: Professors can use games as an additional tool.)

SITUATION 3

STUDENT A: A video game salesperson

STUDENT B: An instructor from a driving school

The salesperson is trying to persuade the driver's education school to purchase a video game to help teens learn to drive. However, a parent is concerned: Will teenagers take responsibility for driving safely?

SALESPERSON: It's very motivating. Kids love playing games!

INSTRUCTOR: (Concession: All kids love video games. Counterargument: Teens might not drive responsibly if they learn on a game.)

SALESPERSON: (Concession: Games cannot force teens to drive responsibly. Counterargument: Teens can learn to drive more safely on a game than on the road.)



SITUATION 4:

Two heart surgeons, A and B, are discussing a new computer game for training in new surgical techniques.

Surgeon A likes the game-training idea because it's safer for patients. Surgeon B is not enthusiastic about the game because the only way to get better at surgery is to work on real patients.

SURGEON A: Practicing on a game is safer than practicing on real patients.

SURGEON B: (Concession: Yes, it's safer. Counterargument: The only way to learn correctly is to practice on real patients.)

SURGEON A: (Concession: Practicing on real patients is more effective. Counterargument: It's also more dangerous. New doctors can use the game first, and then practice on real patients later.)



Achievement test

Video yourselves giving your opinion on one of these topics. Your video must be at least 5 minutes.

1. High achievers are always happy. Do you agree or disagree?
2. Should humans conduct experiments on animals?
3. Should teenagers be required or encouraged to volunteer when they are not in school? (For example, after school or on weekends, or during vacations)
4. Video games do more harm than good to teenagers. What is your opinion?

CRITERIA FOR YOUR FINAL SPEAKING TEST

- TASK FULFILMENT: 10
- VOCABULARY: 10
- GRAMMAR: 10
- FLUENCY: 10
- PRONUNCIATION: 10

→ OVERALL = $(T+V+G+F+P)/5$

CONTACT

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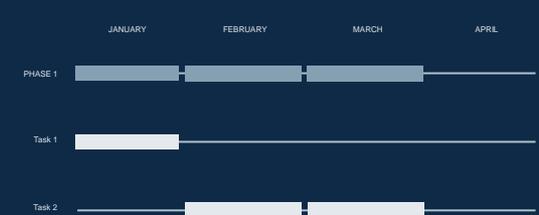
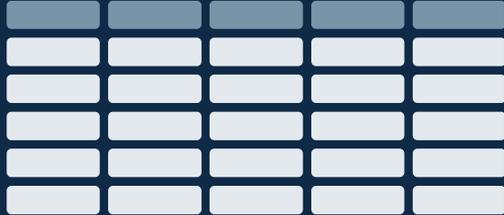
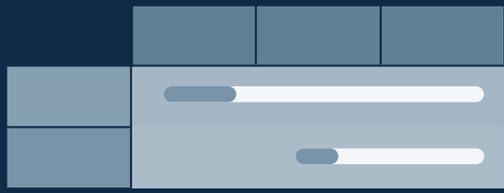
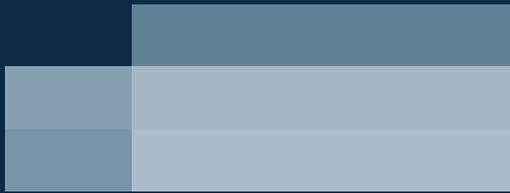
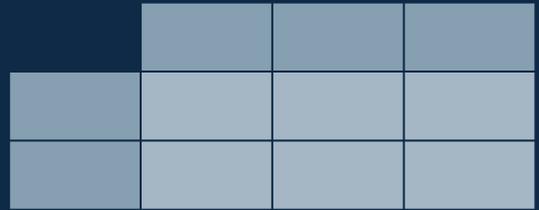
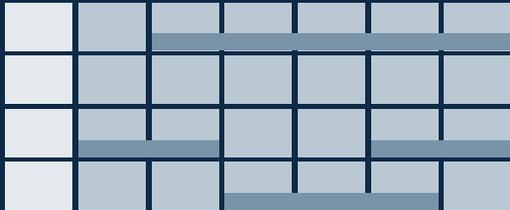
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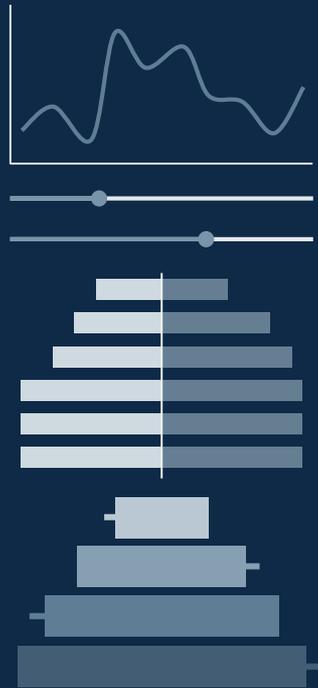
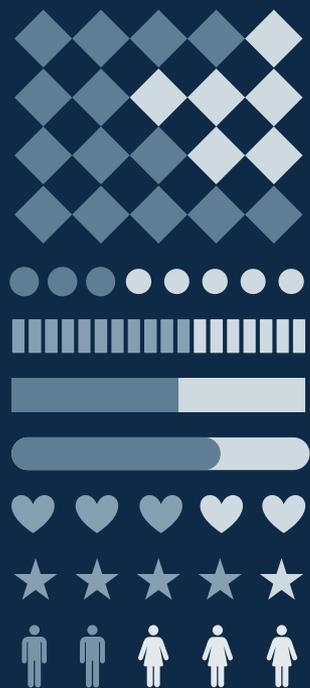
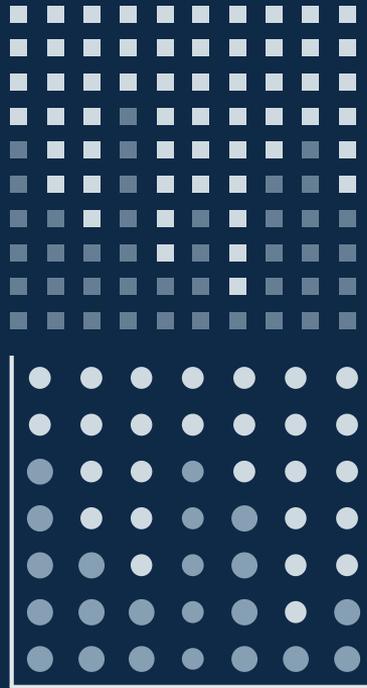
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You can *resize* these icons without losing quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use [Flaticon's extension](#), allowing you to customize and add even more icons.



Educational Icons



Medical Icons



Business Icons



Teamwork Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons



