COLEGIO SAN JOSÉ
JESUITAS – AREQUIPA

NAME: _____

4G Speaking

Discussion

I can discuss a topic and express opinions.

1 Circle the adjective which has a different meaning from the other two.



1 Intelligent robots will cause (dramatic) / (marginal) / (momentous) changes in society.
2 Robots will lead to a (drastic) / (marked) / (minimal) reduction in people's fitness.
3 For disabled people who want to live independently, robots will bring about a (cosmetic) / (profound) / (radical) improvement.
4 Robots would make a (radical) / (subtle) / (sweeping) difference to how much time people have for leisure activities.
5 There is only a (marginal) / (minimal) / (fundamental) risk that robots will cause accidents in the home.

2 Match the beginnings and endings of the key phrases for acknowledging a point.

1 That's a fair ... [ ]
2 True, but what it really .. [ ]
3 Maybe so, but what it really boils ... [ ]
4 Perhaps, although in ... [ ]
5 I see what you mean, but at ... [ ]
6 That may be the case, but ... [ ]

a my view ...
b comes down to is ...
c the end of the day ...
d point, but I still think ...
e for me, it's more about ..
f down to is ...

3 1.21 Listen to two students and answer the questions.

1 Which opinion from exercise 1 (1–5) does each student express?
girl: [ ] boy: [ ]
2 Which phrases from exercise 2 (1–6) do the students use?
girl: [ ] boy: [ ]

4 1.21 Read the Speaking Strategy. Then listen again and complete the rhetorical questions used by the students. Write the implied answers.

1 But *who wants to* clean toilets?
Nobody.
2 I mean, [ ] pets in the house?
[ ]
3 But [ ] to go wrong?
[ ]
4 How [ ] the future?
[ ]

Speaking Strategy

When you are expressing opinions, you can use rhetorical questions to emphasise your points. Remember:

- rhetorical questions do not require answers, but you can sometimes add an answer in order to emphasise your view. If you do not give an answer, it must be clear what answer you have in mind:
  What have you done to help today? (Nothing!)
  Would you let a child watch that video? (Of course not!)
  How much time do people waste on the internet? (Far too much!)
- do not over-use rhetorical questions.

5 Read the task and the questions. Then make notes.

How will intelligent robots affect what jobs people can do? Will the effect be positive or negative?

What types of jobs will robots be able to do?

Will robots make it harder for some people to find work? Why / Why not?

Are there certain jobs that nobody wants to do? Will robots be able to do them?

Are there some jobs that robots will never be able to do, in your opinion? What are they? Why won't robots be able to do them?

Would it be dangerous to make robots that are more intelligent than humans? Why / Why not?

6 Now do the task using your notes from exercise 5.

LIVEWORKSHEETS