

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 3A	ALASKAN BEAVERS
----------------	------------------------

STUDENT BOOK

ACADEMIC OBJECTIVE	Examine the relationship between an animal's appearance and behavior
Lesson A	Listening type: Conversation Listening function: Listening for information Listening skill: Final "ed" sounds
Lesson B	Speaking type: Dialogue Speaking function: Discussing facts/ideas Speaking skill: Linked sounds (Consonant + Vowel)

TITLE PAGE (5–10 minutes) *Pages 30–31*

Put students into pairs. Have them discuss the warm-up questions. Call on a few students to share their answers.

1. What animal do you see in the picture?

Sample answer: A beaver

2. What does it look like?

Sample answer: It has a round body with brown fur, small eyes and ears, a pointed nose, and short legs.

3. Where does it live?

Sample answer: It lives in freshwater habitats, such as streams, ponds, rivers, and lakes.

WARM-UP (5 minutes) *Page 32*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

- Q1. Who do you see in the picture?

Sample answer: A man and a boy, most likely father and son

- Q2. Where are they?

Sample answer: At a lake

- Q3. What do you think they are doing?

Sample answer: I think they are talking about some beavers they see in the lake.

KEY WORDS (5 minutes) *Page 32*

Ⓐ Track 027

Tell students to repeat after the audio and write the correct words under the pictures. When done, have students say the answers out loud.

Answers:

1. dam 2. lake 3. flood 4. build

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 33*

Ⓐ–Ⓒ Track 028, Track 029, Track 030

With the information from part A, explain to students the type of listening excerpt they will hear.

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

1. d 2. c 3. b 4. c

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 34–35*

Ⓐ

Put students into pairs. Ask them to discuss the images and text, then match the words to the sentences.

Answers:

1. b 2. d 3. a 4. c

Ⓑ–Ⓒ Track 031, Track 032

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

1. c 2. b 3. b 4. a

LISTENING SKILL SECTION (5 minutes) *Page 35*

Ⓐ–Ⓑ Track 033, Track 034

Draw students' attention to the chart in the book and play the audio track.

Give students time to complete part B on their own. Then ask some students to read out their answers. Correct and clarify any incorrect answers.

Answers:

“t”: liked, stopped

“d”: used, piled, moved, webbed

“id”: started, flooded

After completing the activity, have students make a list of 3 new/different words (total 9) for each type of final “ed” sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 12*

Have students complete the activities. Then check the answers as a class.

Answers:

Ⓐ a. lake b. dam c. build d. flood

e. teeth f. tail g. wood h. pile

Ⓑ 1. d 2. f 3. g 4. a

5. c 6. h 7. e 8. b

DICTATION I (5–10 minutes) *Page 13*

Ⓐ Track 108

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. lake
2. built, dam
3. teeth, wood

LISTENING SKILL PRACTICE (5 minutes) *Page 13*

Ⓐ Track 109

Play the audio track and have students fill in the chart. When finished, check the answers together.

Answers:

- “t”: stopped, liked
- “d”: called, piled, moved, lived
- “id”: flooded, started

DICTATION II (10 minutes) *Page 13*

Ⓐ Track 110

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. liked, started
2. piled, stopped
3. called

UNIT 3B	ALASKAN BEAVERS
----------------	------------------------

STUDENT BOOK

WARM-UP (5 minutes) *Page 36*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

Q1. What do you see in each picture below?

Answers: 1. flood, 2. pile, 3. stop, 4. like

Q2. How do you spell the past tense form of each word?

Answers: 1. flooded, 2. piled, 3. stopped, 4. liked

Q3. How do you say the ending sound of each word?

Answers: 1. /id/, 2. /d/, 3. /t/, 4. /t/

REVIEW (5 minutes) *Page 36*

Ⓐ–Ⓑ Track 035

For each image, have students say the word with the correct final “ed” sound added. Ask them to put the words in the chart correctly.

When finished, play the audio for students to check their answers.

Answers:

“t”: stopped, liked

“d”: piled

“id”: flooded

SPEAKING SKILL SECTION (10 minutes) *Page 37*

Ⓐ–Ⓓ Track 036, Track 037

Explain the speaking skill to the class after listening to the audio track.

Go over the examples in detail before playing the audio. Then have students look at the examples in the book and repeat them as in the recording. Ask students to come up with additional examples when possible.

When finished, have students complete part C.

Answers:

1. moved → a
2. stopped → and, started → again

After going over the answers, have students practice saying the sentences correctly.

INTEGRATE IT (5–10 minutes) *Page 38*

Ⓐ Track 038

Listen to the audio and/or watch the accompanying video to the chart. Have students fill in the blanks with the missing words.

Answers:

1. wood, piled
2. build, water
3. dangerous, beavers
4. dam, lake

Ⓑ

Play the video a second time. Have students listen for the useful phrase. See if they can repeat the sentence it is used in. Then have them circle its meaning in the chart.

Answer: 1

HAVE A CONVERSATION (15 minutes) *Pages 38–39*

Ⓐ–Ⓒ Track 039

Put students into pairs. Students will use the information in part A to do a conversation.

Play the audio. Have students repeat after the recording and fill in the blanks in the book. When finished, go over the answers together.

Answers:

- | | | | |
|-----------|---------|---------|----------|
| 1. beaver | 2. lake | 3. wood | 4. lodge |
|-----------|---------|---------|----------|

Once finished, have students practice the conversation again. Remind them about the fluency focus.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 14*

Ask students to fill in the chart based on pages 38 and 39 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 14–15*

Ⓐ–Ⓑ

Have students draw arrows between the linkable consonants and vowels. Review the answers as a class. Clarify any wrong answers.

When finished, have students practice saying the sentences out loud with the correct linked sounds.

Answers:

1. build → a
2. home → is, called → a
3. moved → a, lot → of
4. flooded → and

Ⓒ–Ⓓ

Have students complete the conversation using the sentences from part A. Then go over the answers with the class.

Answers:

1. The beavers liked the lake, so they started to build a dam here.
2. Then they moved a lot of wood.
3. the water behind the dam flooded and made this lake
4. Their home is called a lodge.

When done, have students practice saying the conversation out loud in pairs, taking turns doing the different roles.

Ⓔ

Tell students to use what they learned in this unit to write a question or sentence that links a consonant and vowel sound together. Ask some students to share their answers with the class. Correct and clarify any mistakes.