

# Integrate Listening and Speaking

## Basic 1

### Teacher's Guide



<b>UNIT 4A</b>	<b>THE BLUE-RINGED OCTOPUS</b>
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### STUDENT BOOK

<b>ACADEMIC OBJECTIVE</b>	Understand that animals can be classified by observing the way they live
<b>Lesson A</b>	Listening type: Podcast Listening function: Listening for information Listening skill: Final “s” sounds
<b>Lesson B</b>	Speaking type: Presentation Speaking function: Giving information Speaking skill: Linked sounds (Consonant + Vowel)

#### TITLE PAGE (5–10 minutes) Pages 40–41

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

1. What do you see in the picture?

*Sample answer:* A colorful octopus with blue rings all over its body

2. Do you think this animal is dangerous?

*Sample answer:* Yes. Brightly colored animals are usually dangerous.

3. Why might this animal have bright colors?

*Sample answer:* To warn other animals that it is dangerous and to keep away from it

#### WARM-UP (5 minutes) Page 42

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 podcast host

- Q2. What do you think she is doing?

*Sample answer:* Making a podcast

- Q3. When and where can we listen to this?

*Sample answer:* Anytime on the Internet once the podcast is up

**KEY WORDS (5 minutes)** *Page 42*

**Ⓐ Track 040**

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. deadly      2. bright      3. skin      4. warn

**GENERAL LISTENING SECTION & QUESTIONS (10 minutes)** *Page 43*

**Ⓐ–Ⓒ Track 041, Track 042, Track 043**

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. b      2. a      3. b      4. c

**DETAILED LISTENING SECTION & QUESTIONS (10 minutes)** *Pages 44–45*

**Ⓐ**

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

*Answers:*

1. c      2. a      3. b      4. d

**Ⓑ–Ⓒ Track 044, Track 045**

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. a    4. b

## LISTENING SKILL SECTION (5 minutes) *Page 45*

### Ⓐ–Ⓑ Track 046, Track 047

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:*

“s”: rocks, bites

“z”: rings, lives, hides, grams

“iz”: places, changes

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

## PRACTICE BOOK

### VOCABULARY PRACTICE (5 minutes) *Page 16*

### Ⓐ–Ⓑ Track 111

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

*Answers:*

Ⓐ

a. 7    b. 5    c. 6    d. 2

e. 1    f. 8    g. 3    h. 4

Ⓑ

1. e    2. a    3. g    4. d

5. b    6. h    7. c    8. f

**DICTATION I (5–10 minutes)** *Page 17*

**Ⓐ Track 112**

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. skin, bright
2. rings
3. deadly, venom

**LISTENING SKILL PRACTICE (5 minutes)** *Page 17*

**Ⓐ Track 113**

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

*Answers:*

- “s”: parts, rocks
- “z”: oceans, animals, swims, colors
- “iz”: places, changes

**DICTATION II (10 minutes)** *Page 17*

**Ⓐ Track 114**

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. parts, Oceans
2. rocks, places
3. changes, colors

<b>UNIT 4B</b>	<b>THE BLUE-RINGED OCTOPUS</b>
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## STUDENT BOOK

### **WARM-UP (5 minutes)** *Page 46*

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. rings, 2. warns, 3. changes, 4. rocks

Q2. How do you spell each word with an “s” ending?

*Answers:* 1. rings, 2. warns, 3. changes, 4. rocks

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

*Answers:* 1. /z/, 2. /z/, 3. /iz/, 4. /s/

### **REVIEW (5 minutes)** *Page 46*

#### **Ⓐ–Ⓑ Track 048**

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

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

*Answers:*

“s”: rocks

“z”: rings, warns

“iz”: changes

### **SPEAKING SKILL SECTION (10 minutes)** *Page 47*

#### **Ⓐ–Ⓓ Track 049, Track 050**

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. changes → its, same → as → a
2. if → it → is, makes → its, big → and → its

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

## **INTEGRATE IT (5–10 minutes) *Page 48***

### **Ⓐ Track 051**

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. poison
2. animals, chemicals
3. Poisonous, touch
4. wild, dangerous

### **Ⓑ**

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:* 2

## **CREATE A PODCAST (15 minutes) *Pages 48–49***

**Ⓐ–Ⓒ** Put students into pairs. Students will use the information in part A to do a podcast.

Have students create a podcast using the template in the book and words from the word box. Refer students to the podcast on page 109 as a sample.

When finished, ask students to read their podcasts to their partners. Remind them about the fluency focus. Then have some students read their podcasts to the class.

## **PRACTICE BOOK**

## **COMMUNICATION CONTEXT (5 minutes) *Page 18***

Ask students to fill in the chart based on pages 48 and 49 in the student book. When done, go over the chart as a class.

### **SPEAKING SKILL PRACTICE (5–10 minutes)** *Pages 18–19*

#### **Ⓐ–Ⓑ**

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. changes → its, same → as → a
2. if → it → is, makes → its, big → and → its
3. lives → in, parts → of
4. when → it, swims → away

#### **Ⓒ–Ⓓ**

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

*Answers:*

1. So, it lives in the warm parts of the ocean.
2. it changes its skin color to look the same as a rock.
3. when it feels scared, it swims away.
4. If it is followed, it makes its body big and its skin changes color.

When done, have students practice reading the podcast out loud.

#### **Ⓔ**

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.